

Learning for All: **HWDSB Program Strategy**



*students
learning
programs
pathways
skills
schools*



Why a Program Strategy?

Our Program Strategy is rethinking the way we offer programs and facilities, so that we can best meet the needs of each of our students in the 21st century. We want students to have choice, support and direction as they benefit from the knowledge and skills acquired from their educational program.

We are restructuring what we offer, where we offer it and how we can help all students achieve their full potential. We know today's learners require new approaches, and that we must respond with engaging programs and safe, nurturing and innovative learning environments.

We envision a school system in which all students can find what they need at any of our schools. A place where the placement of programs, supports and facilities makes strategic sense. A place where students feel safe, welcome, included and energized as they are moving closer to their goals.

This is about providing a pathway to success for every single one of our students.

What is Changing?

The Program Strategy represents a shift in thinking at HWDSB. It responds to the input of our communities, and our students. Restructuring our programs and facilities is a large and complex task. It is a task that touches upon many themes including:

- **All Students Learning**
- **Personalized Learning**
- **All Pathways in All Schools**
- **Schools with Specializations**
- **Board, Cluster and Community Supports**



all students learning

How will this Benefit Students?

Our teaching will respond to the needs of diverse groups, as well as the unique needs of each learner. We will do this by adjusting our practices to fit each student's needs.

Some other benefits of the Program Strategy will include:

Continuity:

We want our students to experience smooth transitions from elementary to secondary schools with appropriate program offerings.

Direction:

Our Program Strategy will give students the opportunity to take an active role in their education. Students will be able to select from a wider range of course options, and they will be empowered to focus on programs that fit their interests.

Engagement:

Engaging programs are part of the HWDSB Program Strategy. A Board-wide view will be used to select and place specialized programs within one, two or three of our school clusters.

Equity

The locations of our programs will be accessible to all of our students. All pathways will be available in one, two or three clusters, and will be connected to a post-secondary pathway.

Inclusion:

Inclusive education means that all students, including those with disabilities and other needs, are educated with peers of the same age in our schools. Supports will be provided at every school. Research shows this model enhances student achievement.

Choices and *Location* Matter



Personalized Learning

We are putting our learners at the centre of their education. This means that we are responding to students' individual strengths and needs. Students will benefit from more control over how they learn, when they learn and where they learn.

Recognizing unique learning needs and inclusion, personalized learning focuses on students' strengths, level of independence, personal learning profile and their future hopes and desires.

We will foster the future skills necessary for our students to meet their own needs and the needs of society in the 21st century. We will also provide a variety of approaches that best suit the learning styles of our students, such as experiential learning, co-operative education, eLearning and self-paced learning.

All Pathways, All Schools

Each learner will make strategic choices based on the direction they wish to take after graduation. We want each of our students to be able to work toward their goal, at their local school. These strategic choices include the five major pathways: apprenticeship, college, community, university and work.

Each pathway has great value. Each route to success will be supported in each school.



Schools With Specializations

All of our secondary schools will provide students with programs that focus on an area of interest or need. To give all students the same academic, social and extra-curricular opportunities, we will redistribute some programs and supports. This will mean expanding programs to new sites, enhancing eLearning, or revising our Transportation Policy so students can access the programs they choose.

Where you live should not determine what you can learn.

Specialized Programs

At HWDSB, we know that each student is unique in his or her learning. This is why, in addition to programming at schools, we offer programs focused on sports, academics, science, arts, languages and more. Specialized programs give students unique and innovative learning opportunities in their selected area of interest.

Specialist High Skills Major (SHSM)

We want students to customize high school to fit their career interests. An SHSM is a Ministry-approved specialized program in which students focus their learning on a specific economic sector, while meeting graduation requirements. Students gain job skills with employers, at skills training centres and at schools, all while earning valuable industry certifications such as Standard First Aid or CPR. SHSM students graduate with a special designation on their Ontario Secondary School Diploma (OSSD) noting their focus area. We will locate SHSMs within each cluster of schools. An SHSM must offer four pathways: apprenticeship, college, university and work.

all students learning

What Is Vocational Education?

We know student achievement improves when students learn alongside peers of mixed abilities.

Vocational education consists of programs that focus on workplace preparation with a strong emphasis on the development of literacy, numeracy, personal life management and employment skills. Students participate in experiential learning through job shadowing, work experience and co-operative education.

Vocational education at HWDSB will deliver safe, nurturing and inclusive environments in which our students can make meaningful connections with caring adults.

These programs are already very well represented across HWDSB in our Specialist High Skills Majors that allow students to customize their high school experience, our Ontario Youth Apprenticeship Programs that open the door to apprenticeship occupations through co-operative education, and through a variety of other system programs.

We want all students to have the same choice, variety and flexibility in their options, while we continue to offer supports to help them succeed. We believe this is best offered at a local school. Local schools offer flexibility, so that students can transition into and out of educational supports as their needs change over time.

Every student deserves to be fully involved in their secondary school experience.



Our Program Strategy will meet the learning needs of all of our students. To do this, we will ask: What do all students need? What do some students need? And what do a few students need?

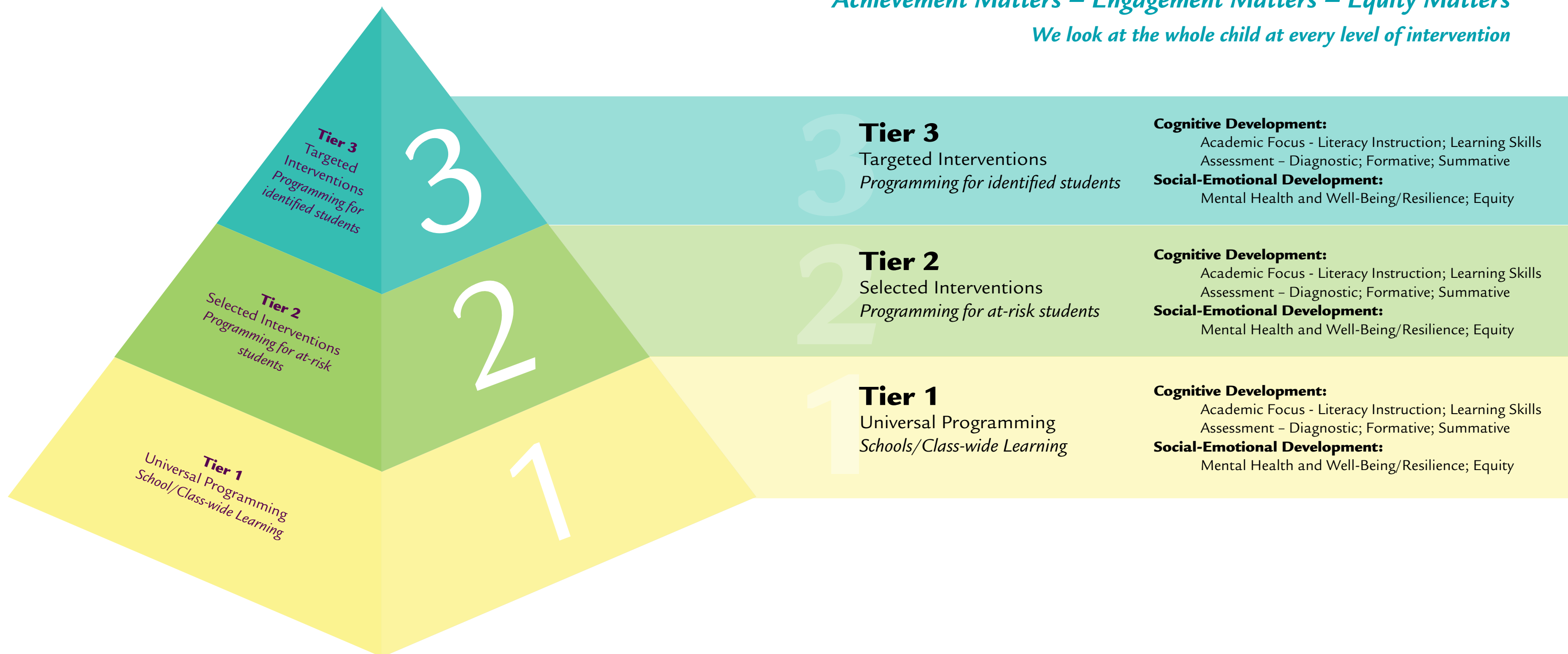
We will then adjust the type and intensity of our supports to fit the needs of each student.

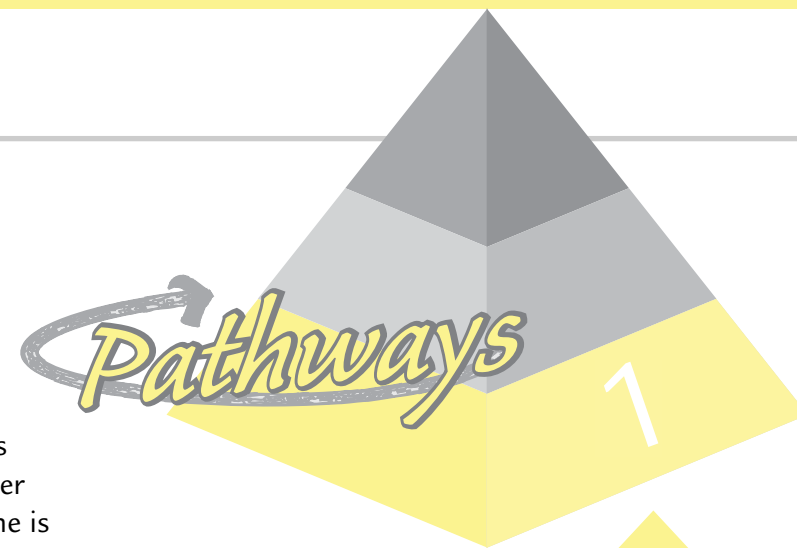
This is known as a tiered approach.

Tiered Assessment and Intervention

Achievement Matters – Engagement Matters – Equity Matters

We look at the whole child at every level of intervention





APPRENTICESHIP

Ryker is a Grade 11 student taking college courses who completed a co-op placement during semester one at a construction company. He learned that he is very interested in plumbing, and has been signed as an apprentice with his current co-op employer.

Mandeep is a Grade 10 student taking locally developed and applied courses who was uncertain about what she wanted to do. In Grade 10, he visited a hotel kitchen and determined that she wanted to work in the culinary arts. She has signed up for the Hospitality and Tourism Specialist High Skills Major (SHSM) for Grade 11 and wants to pursue an apprenticeship as a cook.

Jana is a Grade 12 English Language Learner (ELL) student taking college courses who completed a Grade 11 co-op placement in a daycare. She wants to work as an Early Childhood Educator (ECE). In semester two of Grade 12, she is participating in a dual credit program at the local college, completing Level 1 ECE.

Rueben is a Grade 10 student taking applied courses who has always wanted to be a hairstylist. In Grade 12, he is planning to participate in the Dual Credit Level One Hairstylist apprenticeship program, where he will be completing her Ontario Secondary School Diploma (OSSD).

Barb is a Grade 11 student taking university courses. She has been a competitive horse rider for many years. She has explored options at college and university, but really wants to work with horses, which are her passion. Barb works part time at a stable, and is planning to apprentice as a horse groomer upon graduation.

1

TIER 1
Universal Programming
 School/Class-wide Learning



COLLEGE

Rachel is completing college and university courses in school and has always been interested in fixing machinery and equipment. She found her passion in Grade 11 as she enrolled in the Aerospace and Aviation Specialist High Skills Major (SHSM). She plans to go to college to become an aircraft maintenance engineer.

Vlad is a Grade 11 student completing college courses, who in Grade 9 technology class discovered that he was really interested and talented in manufacturing. He is currently participating in a Manufacturing Specialist High Skills Major (SHSM) and wants to attend college to continue his training in Manufacturing and Engineering Technology.

Nathan has always been involved in athletics and health. In Grade 10, he is completing applied and academic courses. He has participated in a Health and Wellness specialized program and wants to go to college to be a medical radiation technologist.

Molly is a Grade 11 aboriginal student taking college courses, with an interest in nursing. Through the Native Youth Advancement With Education Hamilton (NYA WEH) program, Molly has identified and crafted her plan to complete the Registered Practical Nurse Diploma at a local college.

Bojan wants to be a real estate agent. He is in Grade 12, taking a mixture of college and university courses. He has taken a wide variety of business and computer courses in preparation for his career path.



1

TIER 1
Universal Programming
 School/Class-wide Learning





UNIVERSITY

Trinh is a Grade 10 student completing academic courses, and is interested in pursuing a career in health care to become a registered nurse. She is planning to participate in a Health and Wellness Specialist High Skills Major (SHSM).

Vince is a Grade 11 student completing applied and academic courses who is actively involved in the arts. He has a keen interest in drawing and graphic design, and enjoys playing video games. He is undecided about the program he wants to pursue, but he wants to go to university. He is planning to participate in an Arts and Culture Specialist High Skills Major (SHSM).

Bob is a Grade 9 French Immersion student who wants to study international business in university. He is planning to complete a co-op placement in Grade 12.

Sandra is Grade 12 English Language Learner (ELL) student completing university and college courses. She is very interested in becoming a social worker, after the opportunity she had to job-shadow a social worker as part of a course she took in Grade 11.

Samira has always been interested in computers and is completing university courses. Now in Grade 11, she is participating in the Information and Communication Technology Specialist High Skills Major (SHSM) with plans to pursue computer science in university.

TIER 1
Universal Programming
 School/Class-wide Learning



WORK

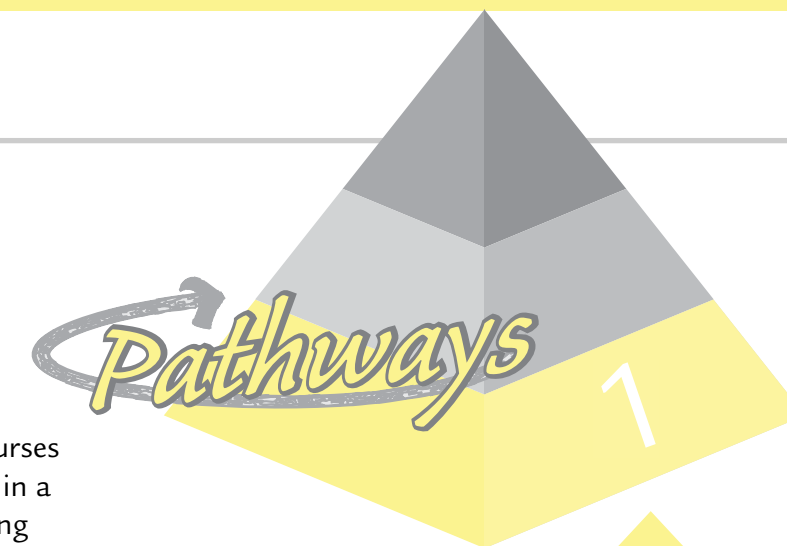
Kate is a Grade 11 student completing college courses who loves to work with animals. She participated in a work experience in Grade 10 and is now completing a co-op placement at a local pet store. Kate wants to pursue a career as a pet groomer.

Mohammed is a Grade 12 student who is completing university courses. He wants to pursue post-secondary learning opportunities, but first he wants to go to work. He is interested in working in landscaping and is participating in a Horticulture and Landscaping Specialist High Skills Major (SHSM). He has a co-op placement with a local landscaping company.

Jason is a Grade 10 student taking locally developed courses. He participated in a Reach Ahead program before Grade 9 in the skilled trades, where he discovered that he enjoys working with his hands. He is planning to participate in a Construction Specialist High Skills Major (SHSM) in Grade 11.

Brian is a Grade 11 student completing workplace courses. He has a relative who owns an auto shop and Brian wants to work in this business when he graduates. He is taking transportation technology courses in school and wants to complete a Grade 12 co-op placement in an auto shop.

Shelly is Grade 9 student who is completing applied courses. She is interested in becoming a security guard. She plans to participate in the Justice and Community Service Specialist High Skills Major (SHSM) in Grade 11.



TIER 1
Universal Programming
 School/Class-wide Learning



STUDENT SUPPORT PROGRAM

Shari is a Grade 11 student who occasionally requires support to fully understand and successfully complete her assignments and homework. She attends school regularly and will ask for help when she needs it. Shari often receives help in the Student Support room to enable her to keep on track. Staff in the room know Shari’s learning style and needs, and can support her so that she completes her credit requirements.

Danny is a Grade 9 student who enjoys school and spending time with his friends. He has an Individual Education Plan (IEP) that indicates he has a Learning Disability. He uses a computer with appropriate software to complete his assignments. When he needs it, Danny receives help with his technology and with his organization skills.

Brendan is a Grade 10 student who has Asperger’s Syndrome. He is able to complete all of his assignments but often finds the classroom noisy and distracting, which makes him very anxious. Staff in the Student Support Program work with Brendan’s teachers to understand his triggers and to permit him to complete his work in a quiet spot in the resource room when he finds the classrooms uncomfortable.

Dana is a Grade 9 student who is having difficulty adjusting to secondary school. She needs encouragement to finish her work and often appears disengaged in the classroom, requiring prompts to begin her work. Staff from the Student Support Program support Dana in her classroom and in the resource room. They work with her teachers to reduce her course load and provide the academic support she needs. They help her classroom teachers identify her learning strengths and needs.

A group of students in the Grade 10 English class are struggling with some concepts. The Student Support teacher works with their classroom teacher and, for a set period of time, will work together with these students in the classroom to address their particular needs.

Sara is a Grade 10 student with a hearing loss. She often misses key words in conversations and in class instructions, sometimes misinterpreting information. Although she benefited from the use of a Soundfield system in elementary school, she has not wanted to use it at secondary school because she does not want to appear to be different from her peers. Staff in the Student Support Program check in with her frequently to ensure that she has understood her assignments. Sara is able to complete assignments in the resource room if her classroom becomes too distracting. Student Support Program staff members ensure that her classroom teachers are aware of strategies that can best help Sara to be successful in the regular environment.

Program Description	Student Support Program Provide academic support to students who are fully integrated into credit classes
Tier	2
Target Group(s) for this Level of Support	Students with academic and/or special needs in regular class settings full time (e.g., learning disabilities, mild intellectual disabilities, physical difficulties, autism, gifted, etc.) Students with English language concerns
Relation to Current Program	Re-visioning of current school resource programs



2

TIER 2
Selected Interventions
Programming for at-risk student



STUDENT ALTERNATIVE SUPPORT PROGRAM

Ben, 15, is a student who has lost interest in school. He has begun to skip some of his classes and is in jeopardy of failing others. He does not have all of his Grade 9 credits. Although he behaves well socially, his friends spend much of their time playing video games. He gets very anxious in new situations or when asked to participate more actively in class. He often displays an ‘I don’t care’ attitude and appears withdrawn.

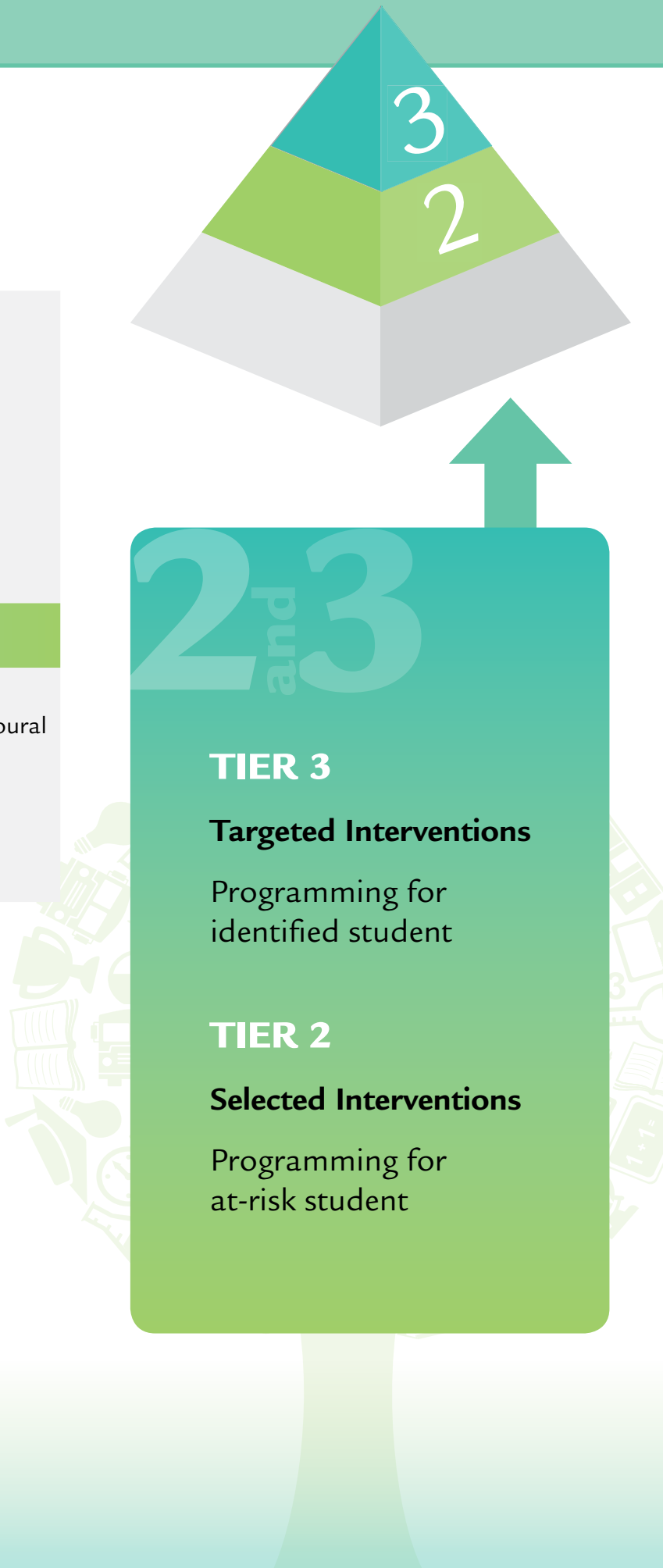
Devon can be very friendly at times, but is easily provoked and can become angry very quickly. He often misreads the intentions of others. There is concern that he may have substance abuse issues. In class, he can refuse to listen to his teachers, particularly if he does not fully understand or enjoy the assignment. He can disrupt class activities and uses profane or abusive language and gestures. He enjoys phys. ed. and will often join contact school sports.

Najma does not have many social connections, but would like to. She is very shy and does not feel confident enough to risk joining anything. Najma worries about her body image and often puts herself down in conversations. She often skips phys. ed. class rather than participate. She appears nervous and hyper-sensitive. Her teachers worry that she may be anorexic.

Karla has a large peer group that tends to be anti-social in their behaviour, with lots of ‘girl drama.’ Although she can be considerate by herself, when with the group she engages in bullying behaviour. Although she is capable of achieving her credits, she will often act out in class and refuse to complete her work. Karla tends to engage in behaviour that she believes her friends expect of her. She can cause disturbances and then blame others.

Ben, Devon Najma and Karla are all students that the Student Success Team has identified as at-risk, and staff in the Student Alternative Support Program have connected with them. They are working to develop a highly individualized and flexible plans for each student that focuses on improving their academic and social success. This includes focusing on ways to appropriately engage in social situations. Connections are being made to other professionals (social work, psychological services) as needed. Community services are also explored as appropriate. The students can use the room as needed, where they work with consistent staff who help them according to their individual needs, based on each individual’s profile. Alternative learning plans can include home instruction, eLearning, blended learning, work experience, and other personalized options. Staff support the students in their classrooms and share with each student’s teachers the triggers and effective de-escalation strategies to enable students to be successful in class. Staff develop appropriate goal-oriented behaviour plans with the students, and assist in the development of Safe Intervention Plans as necessary. Staff can become the consistent, caring adult contact for many of the students, checking in with them on a regular basis and communicating with parents, guardians and community providers as required to support the students.

Program Description	<p>Student Alternative Support Program Provide support to students with socio-emotional/mental health needs</p> <p>Students are integrated into appropriate classes according to their academic ability</p> <p>Students to receive this support are identified through the school’s Student Success Team</p>
Tier	2 and 3
Target Group(s) for this Level of Support	<p>Students with mental health, anxiety, and/or behavioural needs</p> <p>Students with socio-communication disorders</p>



COMPREHENSIVE SUPPORT PROGRAM

Paul is a Grade 9 student who works hard but has always had difficulty with reading and writing. Although math is easier for him, he relies on a calculator. Problem solving has been a struggle. Paul likes to be active and enjoys sports and would like to be a mechanic or to work in the automotive field. He performs best and is most comfortable when routines are clearly outlined for him. Paul has an Individual Education Plan which indicates a Mild Intellectual Disability.

Taylor is a Grade 9 student whose literacy and numeracy levels are well behind his grade level. He has a tendency to be easily distracted, has difficulty remembering and is only able to focus his interest or attention for short periods. He is fun loving and friendly, but often displays immature behaviour and will use avoidance or misbehavior to divert attention from the fact that he does not understand what he is to do.

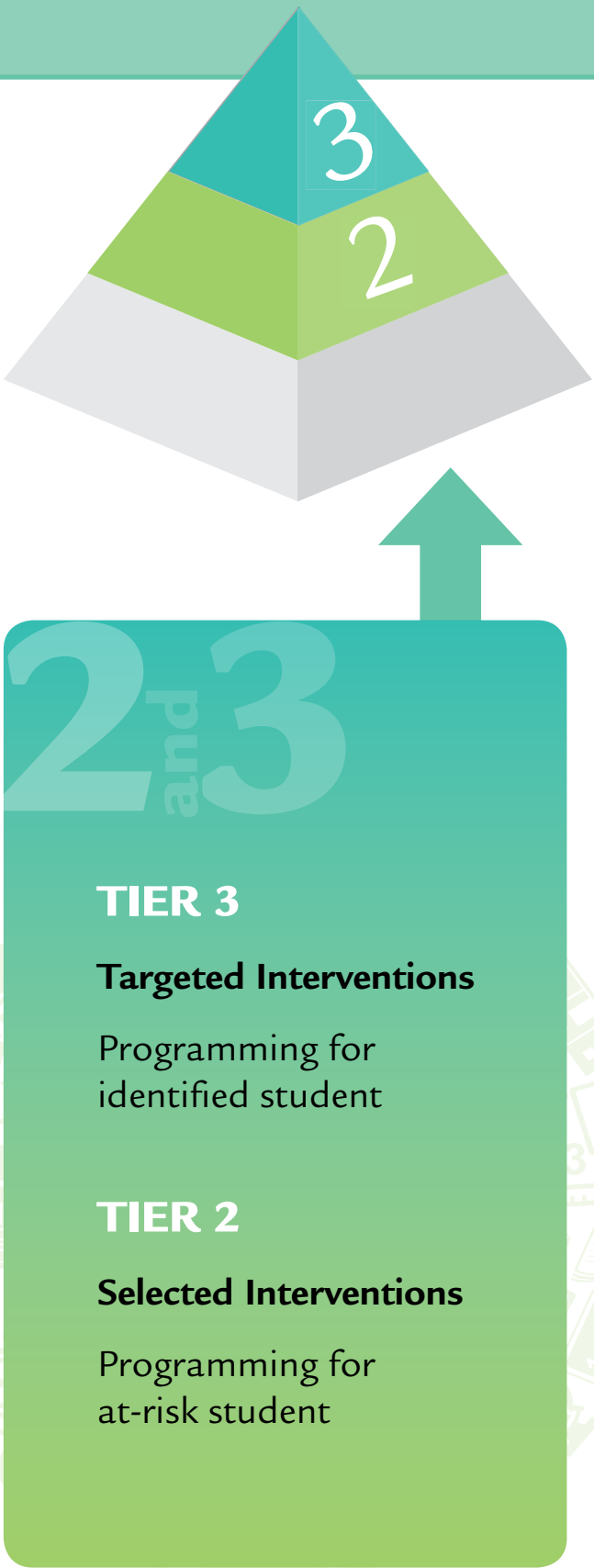
Lucia is a Grade 10 student who wants to work with small animals in a veterinary clinic. She tends to interpret language literally and is sometimes confused by abstract subject material. She is vulnerable to peer pressure, teasing and is easily embarrassed. She has difficulty making and keeping friends. She needs reminders to complete tasks but works hard to do so. Lucia has an Individual Education Plan.

Zahraa is a Grade 10 student who is new to Canada. She knows very little English, and her education in her home country was often disrupted. Zahraa is very creative, enjoying music and art.

Staff work with Paul, Taylor and Lucia in a small class setting to improve their literacy and numeracy skills. In Zahraa’s program, ESL staff work with students to improve their English language skills. All staff model and foster a climate of acceptance and high expectations for students in the program. Because the same staff work with the students for up to half of their academic program, they are able to work on self-advocacy skills, social skills, and can minimize the number of transitions that occur during the school day. Staff also assist in arranging the students’ timetables to enable them to access the courses in the rest of their schedules that are appropriate to their interests and skills. Staff advocate for the students to assist them in participating in extra-curricular activities within the school, and arrange buddies and other social supports. Strategies that have proven effective in the smaller class setting are shared with the students’ other teachers.

As students in grades 11 and 12 connect to co-op opportunities and Specialist High Skills Majors, staff provide individually appropriate supports, such as technology, job coaching, etc.

Program Description	Comprehensive Support Program Provide targeted support to students plus integration into other classes based on individual student profile. Students are capable of earning credits given the right support. Program offered in grades 9 and 10: two classes providing specific, targeted support in key areas such as literacy and numeracy, and two classes integrated into other courses with support. Align with Specialist High Skills Majors offered in secondary schools for grades 11 and 12 (e.g. apprenticeship, college, workplace). Students scheduled with a regular timetable where two lines are in the targeted programs. Students to receive this support are identified through the school’s Student Success Team
	Tier 2 and 3
Target Group(s) for this Level of Support	<p>Groups of students identified by schools who require this kind of targeted support – many different applications which may include:</p> <ul style="list-style-type: none">• Students with mild intellectual disabilities or other intellectual needs (e.g., acquired brain injury) grouped for intensive literacy and numeracy interventions, such as the Wilson Reading Program or Empower High School (programs for adolescents with reading challenges);• English Language Learners requiring language support in the core areas of literacy and numeracy;• Students identified as gifted/bright/talented and grouped together to work with like-ability peers;• Students with autism requiring direct socio-communication training <p>Class size: 12 to 16 students depending on the needs of individual students in the class <i>NOTE: It may be necessary to transport some students to a specific school in the cluster to take advantage of a particular focused program.</i></p>
Relation to Current Program	<p>Some students currently in comprehensive class programs at Churchill, Delta, Parkside, Barton, MacNab, Hill Park, Orchard Park.</p> <p>Some students currently at Parkview and Mountain.</p> <p>Similar to some English language programs.</p>



PERSONALIZED LEARNING SUPPORT PROGRAM

Noah, 17, is a student with a history of poor attendance. Although he is capable of doing the assigned work, his absences have hindered his success in class and he has few credits. He often will refuse to follow directions given him, and can be defiant, uncooperative, and disruptive in class. Noah is impulsive and will often act before thinking. He has difficulty making and keeping friends, and will destroy property belonging to others when he is embarrassed or feels that he has been wronged. This has resulted in past suspensions.

Phillip, 16, finds it difficult to get to school each day. He feels disconnected from his teachers and classmates and worries about what his teachers will expect from him in class, as well as what other students will think of him. He is easily flustered and lacks confidence to try new things. He becomes withdrawn when he feels overwhelmed. Anxiety and fear make him reluctant to leave his house to come to school.

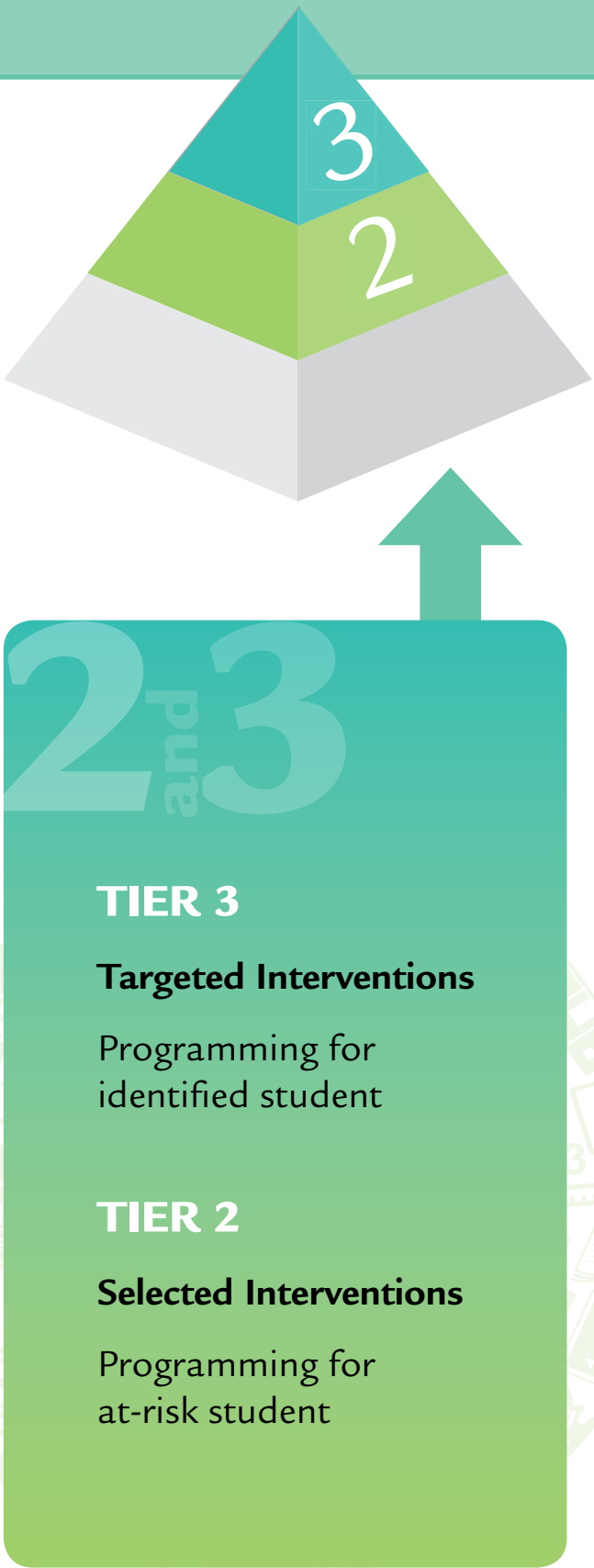
Angela, 15, worries about her family. Because there are substance abuse issues at home, she has taken over many family obligations and has become the primary caregiver for her younger siblings. She finds it hard to balance her family priorities with her school work, and struggles to attend school on a regular basis.

Marcus, 17, is a student who is living on his own. In order to support himself, he works full-time at a convenience store in his neighbourhood. He struggles to manage work and school.

Staff working in the Personalized Learning Support Program work with each student to develop a unique plan tailored to his or her individual circumstances and needs. Most programs are transitional; students return to their home school or another secondary school when they are ready. Some individual plans include maintaining part-time connections with the students’ home schools in order for them to continue to participate in some classes and/or extra-curricular activities. Other flexible schedules are developed to accommodate student work schedules. Some jobs can be used as co-op experiences so that students can earn credit for their employment. Programs may involve eLearning to assist students in achieving their credit requirements.

Staff may work with students on issues such as personal life management (social interaction, budget management, etc.), self-care skills (personal health, anger management, personal safety), and employability skills (work ethic, task completion, attendance, punctuality). Staff in this program work collaboratively with community partners and system support staff as necessary and appropriate.

Program Description	<p>Personalized Learning Support Program Provides an individualized educational program for students who, for one reason or another, cannot or are unable to attend in a regular school setting at a moment in time</p> <p>Students remain connected to their home school</p> <p>Students can have a partial timetable at their home school and a partial personalized learning program</p> <p>Students can remain part of extra-curricular activities at the home school, if this provides a connection to return to the regular school setting</p> <p>Transitional nature to the program – this is an intervention to return students to their home school</p>
Tier	2 and 3
Target Group(s) for this Level of Support	<p>Students with attendance issues for a variety of reasons</p> <p>Students requiring an alternative and/or intervention to suspension/expulsion</p> <p>Students accessing the suspension/expulsion program</p> <p>Students in grades 9 through 12</p>
Relation to Current Program	Secondary Alternative Education; Supervised Alternative Learning (SAL); Gateway

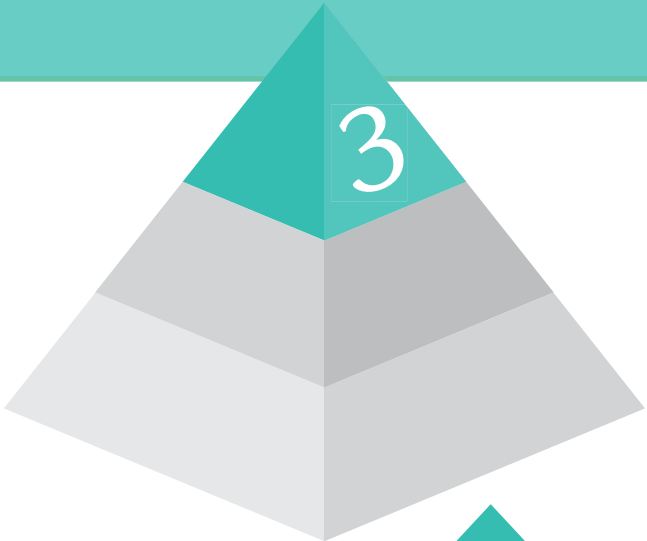


GRADUATED SUPPORT PROGRAM

Mohammed, 15, is a student in the Personalized Support Program, which is stage one of the Graduated Support Program. He sometimes needs help expressing what he knows and feels. He is very social and has a number of friends. Sometimes he gets very excited or anxious and needs help and reminders about how to behave so that he is safe. He loves to go out with his family, and would like to continue to work on learning more about his community while he is at school. This includes going to the pool, the library, the recreation centre, and shopping in local stores. Mohammed has an Individual Education Plan and a diagnosis of a Developmental Disability. Mohammed would like to take some courses just like his older brother. His interests include computers. He is able to use the Smartboard in the classroom and enjoys class visits to the computer lab. Mohammed is working on his communication skills. He needs extra support with math, reading and writing, and is improving his understanding of money and time. In the afternoons, he takes classes like cooking, music, dance, phys. ed., drama, health and fashion. Staff are there to give him a hand if he needs help understanding the work, and to assist him in becoming more independent. At lunch time, Mohammed eats with his friends in the cafeteria. There are also opportunities to play games and enjoy activities during the lunch break. Each year, Mohammed, his parents, and his teacher meet to discuss how he is doing. Mohammed is looking forward to graduating with his peers at the end of Grade 12 and moving into the Transition Support Program, stage two of the Graduated Support Program.

Christy, 19, is a student who graduated from the Personalized Support Program and is now in the Transition Support Program. She can do most activities independently and enjoys being outside and with her friends. Christy has an Individual Education Plan which indicates a Mild Intellectual Disability. She is focusing on the things that she will need to know so that she can get a job. Although she still does some academic work, most often she is out of the school learning about the world of work. Sometimes, her whole class goes to a group job placement. This can include helping to maintain local walking trails near the school, packaging items for local charities, helping with recycling at school and woodworking, where she learns about safety, tools and machines. This helps her practice skills in real-life situations. On some days, Christy goes to a co-op placement that really interests her. At first, she had staff support to help her with bussing and learning the job. Now she can manage most of this on her own. If there are days where she is nervous or scared, she can always ask for extra help from the staff in the program. As her skills grow, she is adding them to her résumé. She is hoping that the things that she is learning at her co-op placement will help her get a paid or volunteer job when she leaves school. Each year, Christy, her parents, and her teacher meet to discuss her progress. They talk about what she wants to do when she finishes school, the opportunities she has and help she may need. This helps Christy feel less nervous about the day when school is no longer the right place for her.

Program Description	Graduated Support Program Provides specific support to students plus integration in the school and community as appropriate to the individual student’s strengths. Two parts: Personalized Support Program (four-year program): <ul style="list-style-type: none">gain functional skills in literacy and numeracy; life skills; independence skills; participate in the school community; integration where appropriate into other programs/ classes. Transition Support Program (one- to three-year program): <ul style="list-style-type: none">planned transition to the community; focus on skills determined by personalized transition plan; integration into the community through co-op/work placements; connections to community partners.
	Tier 3
Target Group(s) for this Level of Support	Students with developmental disabilities or in the lower Mild Intellectual Disability range Possibly students with autism or an acquired brain injury Students either not earning credits or not earning a sufficient number of credits, but with a level of independence that can lead to employment Class size: 10 students maximum in each part of the program
Relation to Current Program	Pilot program at Westdale Some students currently in developmental, autism, and comprehensive classes at Churchill, Delta, Barton, MacNab, Parkside, Sherwood, Ancaster, Hill Park, Orchard Park, Glendale Some students currently at Mountain and Parkview



3

TIER 3
Targeted Interventions
Programming for identified student



SPECIFIC SUPPORT PROGRAM

David, 16, likes going to school but is sometimes confused when things are not the way he expects them to be. He enjoys learning about things that interest him. If he is really excited about something, he may want to talk about it all day. David can complete some work and personal tasks with the right supports in place. But when his class is too loud, or students sit at the wrong desks, or the teacher’s instructions don’t make sense, David can become anxious and behave inappropriately. He needs to move his hands or feet to calm himself. His classmates don’t always understand this behaviour. He performs best when clear instructions are broken down into smaller chunks. He requires some support with personal hygiene, social skills and organizing his belongings in his locker. David has a diagnosis of autism.

Isabella, 17, finds school to be a very busy place. Sometimes she feels like everything happens very quickly and she is not sure what to do next. It can take her many attempts to learn a new skill. She has difficulty making herself understood and can become frustrated when this happens. Because communication is difficult for her, she doesn’t like to use her voice very much. Isabella uses picture cards and signs to indicate what she is thinking and what she wants. She works best when there are clear routines. Isabella requires assistance with all language and math activities. She enjoys class outings and riding the bus. Isabella has an Individual Education Plan which includes a diagnosis of a Developmental Disability.

David and Isabella’s teachers provide them with predictable and safe environments where transitions are minimized and planned. Their programs offer consistent daily routines, often with visual supports and social stories. The focus is on the abilities of the students, and they are included as appropriate in school and community activities. Staff members notice, interpret and appropriately respond to what the students say, as well as to their body language. Staff model and encourage appropriate social skills. Instruction includes functional academic skills as well as support with personal care skills. Staff help students engage in appropriate conversations with their peers and others. Staff encourage as much independence as possible, and maintain communication with families and others who support the students.

Students may be in the program for up to seven years, yet the focus of the Individual Education Plans is on the transition to post-secondary living. This requires personalized and appropriate programming. Transition discussions centre on the students’ skills and community groups that can help them live as independently as possible when they leave school.

Program Description	<p>Specific Support Program Provides targeted, personalized support in various areas (e.g., life skills; communication; personal care; physical support); integration where appropriate into other programs/classes</p> <p>Students could be in the program for a maximum of seven years</p> <p>Collaboration with parents and community partners in order to plan appropriate transition to community support</p>
Tier	3
Target Group(s) for this Level of Support	<p>Students with developmental disabilities and/or autism and/or multiple disabilities</p> <p>Students require supervised care</p> <p>Class size: six to 10 students depending on personal level of need of the students in the program.</p>
Relation to Current Program	Some students currently in developmental, physical, and autism programs at Glendale, Orchard Park, MacNab, Hill Park, Ancaster, Sherwood, Churchill



3

TIER 3
Targeted Interventions
Programming for identified student



EXTENSIVE SUPPORT PROGRAM

Kevin, 17, is a student who often does not understand what is said to him or what is expected of him, which sometimes makes school difficult. He enjoys music and rhythmic activities, and responds well to both. Kevin is non-verbal and communicates using some signs and pictures. He receives occupational therapy support due to his difficulties with co-ordination. Kevin requires support with hygiene and personal care, and has dietary restrictions that staff monitor closely. When he becomes upset, he may inadvertently hurt himself or those around him. He can become fixated on a particular object, activity, or person. Transitions can be difficult so he needs reminders and cues before moving between activities. Kevin has an Individual Education Plan based on his intellectual, communication, and behavioural needs.

Leanne, 14, is a student who loves to come to school where she can be with her classmates. She arrives by specialized transportation to accommodate her wheelchair and breathing apparatus. Leanne has daily visits from a nurse due to her special feeding needs. Leanne has limited mobility and speech, and is learning to use an augmentative communication system to indicate her wants and needs. Leanne enjoys spending time in the Snoozelen room. Leanne has an Individual Education Plan based on her intellectual and physical needs.

The staff members who support Kevin and Leanne provide them with a variety of activities to meet their very individualized needs. The classroom environment supports and has been adapted to their physical requirements. Staff use a multi-sensory approach to teach new concepts. Staff work to discern what and how each student communicates, in order to develop appropriate strategies to respond effectively. Activities are adjusted to reflect the students’ interest levels and their attention spans. Staff members facilitate, model, and encourage appropriate social skill development. Staff also accommodate each student’s physical and personal care needs to maintain the students’ dignity and privacy, and promote as much independence as possible. The program is structured as well as predictable, and includes instructional materials that relate to the students’ interests and to other real-life situations.

The students may be in the program for up to seven years. Staff maintain communication links with all those involved in supporting the students in order to share goals and approaches. They collaborate with the students’ homes to ensure continuity, effective communication, and reinforcement of expectations. Due to the multiple needs of the students, transition to post-secondary living is a focus of many discussions, which centre on the community agencies and partnerships that will need to be in place when the students leave school.

Program Description	<p>Extensive Support Program Provides intensive, continuous, and individualized support in all areas</p> <p>Collaboration with parents and community partners in order to provide appropriate programming and transition to community supports</p>
Tier	3
Target Group(s) for this Level of Support	<p>Students have significant developmental, executive functioning, communication, and/or behavioural needs</p> <p>Class size: four to six students, depending on level of need and exceptionality</p>
Relation to Current Program	Similar to some current programs at Glenwood



3

TIER 3
Targeted Interventions
Programming for identified student



GLOSSARY OF TERMS:

Blended Learning: Instruction in which students have a classroom teacher, but also take advantage of components of online learning.

Co-operative Education: In a co-op learning experience, students earn credits by integrating classroom and workplace learning experiences. Students refine, extend, apply, and practice the knowledge and skills acquired in the related curriculum course. We also offer school-to-work transition programs that combine select courses with co-op to prepare students for the world of work. (www.hwdsb.on.ca/programs/coop)

Credit Recovery: A secondary school program offered across Ontario in which a student can recover parts of a course that they may have failed, without repeating the whole course.

Dual Credit Program: Programs in which students earn credit for college and/or apprenticeship courses while enrolled in high school. Dual Credit teachers are secondary school teachers assigned to each Dual Credit Program to support students in their learning. Dual Credit Programs are open to senior students who may need assurance that they can be successful in college and for students participating in SHSM or college-delivered accelerated OYAP programs. (www.hwdsb.on.ca/programs/dualcredit)

eLearning: Learning in which students earn online credit courses in a virtual school environment. eLearning connects students and teachers using computer technology, which allows students the flexibility to meet their personal learning styles while gaining 21st century fluency skills. (www.hwdsb.on.ca/elearning)

Focus Courses: One-credit courses offered with a theme/lens that meets the needs of a targeted group of students in the school. Offered in all secondary schools, these may include courses focused on the arts (dance, drama, media arts, music and visual arts), technology (can be more than one credit), and physical education.

Individual Education Plan (IEP): A written plan describing the appropriate special education program and/or special education services to be received by a student with special education needs. (www.hwdsb.on.ca/programs/special/iep)

Interdisciplinary Course: Grade 11 and 12 courses in which students apply the concepts, methods, and language of more than one discipline to explore topics, develop skills and solve problems. These reflect the links among the subjects taught, and are more than the sum of the disciplines included. Some examples include Outbound, Sports Marketing and Yearbook programs. (www.hwdsb.on.ca/students/coursecalendar/course_descriptions/interdisciplinary.aspx)

Ontario Youth Apprenticeship Program (OYAP): A specialized co-op program that gives students the opportunity to explore and earn credits in one of the more than 150 apprenticeable skilled occupations in Ontario. OYAP allows a student completing their OSSD to gain apprenticeship training leading to qualification in a skilled trade. Students must be age 16 or older, have 16 or more credits and be in any co-op in an apprenticeable occupation. Students who wish to pursue a career in the skilled trades while in high school may also participate in one of the many Accelerated Level 1 Apprenticeship programs. These programs are the in-school curriculum for the trade, are Ministry of Training, Colleges and Universities approved and are taught by college instructors. Many of these are also Dual Credit Programs. (www.hwdsb.on.ca/programs/oyap)

Pathway: A pathway is a combination of courses that lead to graduation and to a student’s post-secondary destination, whether it is apprenticeship, college, community, university or the workplace.

Personalized Learning: Education that places the learner at the centre and provides learning and assessment that is tailored to a student’s particular learning and motivational needs.

Reach Ahead Programs: Programs that allow students, during the two summers leading up to Grade 9, to earn a credit toward their OSSD. Examples include Head Start, Jump Up and Trade Up. (www.cce.hwdsb.on.ca)

Special Education Services: Provides supports such as Psychological Services, Communication Services, Autism Services, and Social Work Services to students with special education needs. (www.hwdsb.on.ca/programs/special)

Specialist High Skills Major (SHSM): A Ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. Students earn a special designation on their Ontario Secondary School Diploma (OSSD) to recognize their area of specialization. The following sectors are currently available at the HWDSB: Arts and Culture, Aviation and Aerospace, Construction, Energy, Environment, Health and Wellness, Horticulture and Landscaping, Hospitality and Tourism, Information and Communication Technology, Justice, Community Safety and Emergency Services and Manufacturing. SHSM programs must offer destinations in the following four pathways: Apprenticeship, College, University and Workplace. (www.hwdsb.on.ca/programs/shsm)

Specialized Programs: Unique and innovative learning programs designed to engage students with differing educational interests. These courses are consistent with the Ontario Curriculum and provide specialized learning opportunities, adding depth and intensity. These can build a broad range of skills while enhancing character development, academic achievement, and leadership development. The programs may include the arts, environmental studies, fitness and wellness and languages. (www.hwdsb.on.ca/programs/oyap)

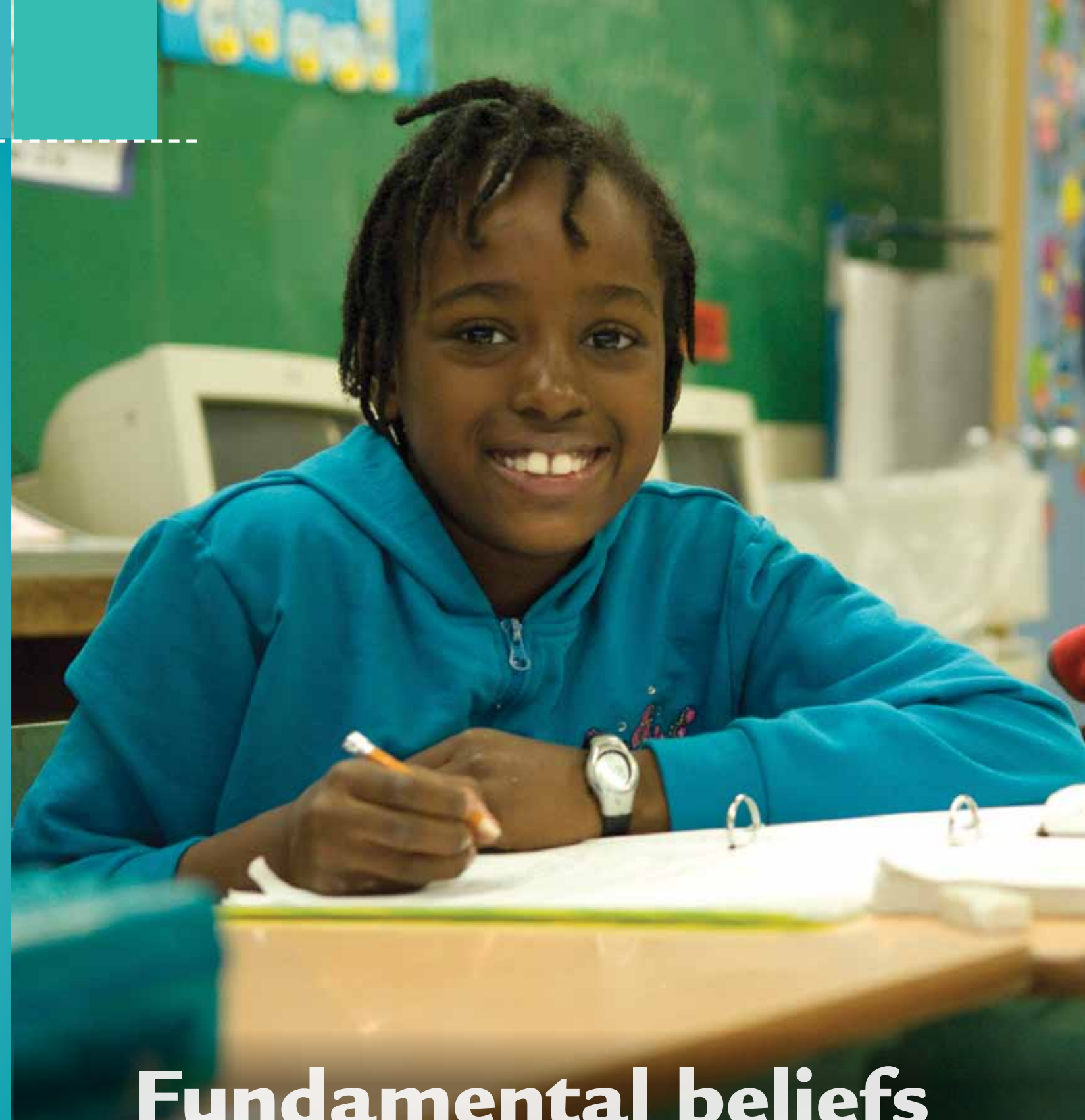
Inclusion:

Inclusive education means that all students, including those with disabilities and other needs, are educated with peers of the same age in our schools. Supports will be provided at a every school. Research shows this model enhances student achievement.



Facts About Our Programs:

- In 2010-11, HWDSB has more than 2,300 students participating in co-operative education.
- In 2010-11, there are approximately 900 students enrolled in SHSM programs at 12 of our high schools. Six additional SHSM programs have been tentatively approved for the 2011-12 school year.
- In the 2009-10 school year, there were over 900 students participating in OYAP with 180 students registered as apprentices by the Ministry of Training, Colleges and Universities.
- This school year, we have 5,215 secondary students enrolled in Specialized Programs.
- This school year, we have 189 students completing Dual Credits. These include 113 enrolled in Mohawk Bridge; 12 enrolled in Mohawk Tech Bridge; eight enrolled in Level 1 Automotive Service Technician (AST); three enrolled in Level 1 Cook; six in Child and Youth Worker (CYW); 24 in Early Childhood Educator (ECE); six in Hairstyling; and 17 in General Carpenter.
- 622 HWDSB students are participating in eLearning courses this year.
- Last summer, 266 grades 7 and 8 students participated in a Reach Ahead program.
- In 2010-11, 496 students participated in interdisciplinary courses.
- 19 per cent of HWDSB students receive Special Education Services
- Approximately 8 per cent of HWDSB students are formally identified as exceptional. Of these, approximately 52 per cent are identified with a Learning Disability, 17 per cent identified with a Mild Intellectual Delay; 11 per cent identified as Gifted, and other exceptionalities account for the remaining 20 per cent.



Fundamental beliefs

Serve each student.

Engage each student with programs to improve achievement.

Provide access to programs that meet each student's needs.



Learning for All:
HWDSB Program Strategy



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