



# PROGRAM COMMITTEE

Thursday April 16, 2015  
Education Centre, Room 301

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## AGENDA

6:00 pm.

1. Call to Order K. Archer
2. Approval of the Agenda
3. Student interest in offering Grade 9 & 10 Classes at Mountain Secondary School in September (report will be provided at the meeting)
4. Secondary Special Education Report
5. Update on Transitions
6. Next Program Committee Meeting: May 14, 2015 at 3 pm
  - Transforming Learning Everywhere
  - Elementary Program Strategy
7. Adjournment



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Pam Reinholdt, Interim Director

**DATE:** Thursday, April 16, 2015

**PREPARED BY:** Jamie Nunn, (Acting) Superintendent of Leadership and Learning

**RE:** Outcome of Gauging Student Interest in attending Mountain Secondary School for Grade 9 and Grade 10 Classes

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Action ☐

Monitoring ☒

### **Background:**

At the HWDSB Board Meeting on Monday, March 30, 2015 Trustees approved a motion to gauge student interest in Grade 9 and Grade 10 programming at Mountain Secondary School in the 2015-2016 school year.

To support this work, we retained former Superintendent, Dr. Janice Tomlinson, and retired Principal, Leah Schwenger to help us conduct a survey with parents of grade 8 and 9 students. Corporate Communications designed an Information Bulletin that was hand-delivered by the school principal to each respective student. The Bulletin outlined why we were gauging their interest and provided further background on the courses and programming offered at Mountain Secondary School.

Once the student had received the Information Bulletin, each student received a follow-up phone call. Phone calls to respective families were made between April 7 and April 15, 2015. E-BEST designed a telephone script and survey which the caller followed as they spoke with each family. Phone calls were made during the day and evening (upon request). In total, 300 phone calls were made and 91 phone interviews were completed.

### **Executive Summary of Findings**

**17 of 70 students currently in Grade 8** expressed interest in attending Mountain Secondary School for Grade 9 programming in the 2015-2016 school year.

**14 of 110 students currently in Grade 9** expressed interest in attending Mountain Secondary School for Grade 10 programming in the 2015-2016 school year.

### **Preparing for the Phone Interviews**

School teams continue to track the academic performance and social well-being of 110 students who may have considered Mountain in the past, however, started in Grade 9 in their home secondary school this year. Each of these current Grade 9 students received an Information Bulletin and a follow-up phone call.

For students currently in Grade 8, we asked Principals to submit the name, learning profile and contact information for any current Grade 8 student who has a reading level of Grade 5 or below, selected Locally Developed programming in Grade 9 in their home school, have a Mildly Intellectually Delayed (MID) learning profile and/or may have considered vocational programming (whether at Mountain or Parkview) in the past.

In total, 70 students in Grade 8, and 110 students in Grade 9 received an Information Bulletin and a follow-up phone call.

### **Detailed Summary of Findings**

#### **Grade 8**

70 students currently in Grade 8 were identified as possible students who may have attended Mountain Secondary for Grade 9. Between April 7 and 15, 2015, 110 phone calls were made in an effort to reach these students.

The following is a consultation of the telephone calls for those Grade 8 students:

#### **Overall number of telephone calls and interviews completed:**

- Total number of telephone calls made: 110
- Total number of interviews completed: 33

#### **Details regarding respondents' preferences**

- Of the 33 respondents who completed the interview:
  - 17 expressed interest in attending Mountain
  - 8 respondents stated that students will attend the following schools instead of Mountain. The primary reason stated for not choosing Mountain pertained to the fact that the school will close in two years and thus require that students transition to a different school
    - 1 Dundas
    - 2 Glendale
    - 1 Henderson
    - 1 Orchard Park
    - 1 Sir A MacNab
    - 1 Westdale
    - 1 will attend home school (not specified)
  - 5 respondents stated not being interested in Mountain since the school will close in two years and thus require that students will transition to a different school
  - 2 stated child will attend a school in the Catholic board
  - 1 respondent stated unsure about which school the student will attend

#### **Details regarding call attempts**

- On the first attempt to contact (total 70):
  - 31 messages were left (families were asked to contact the Education Centre if they were interested)
  - 17 completed the interview
  - 16 other (e.g., phone not in service, inbox full, no answer)
  - 5 did not wish to speak with us
  - 1 asked to call back at another time
- On the second attempt (total 35):
  - 6 messages were left (families were asked to contact the Education Centre at a specific phone number and extension if they were interested)
  - 14 other (e.g., phone not in service, inbox full, no answer)
  - 14 completed the interview
  - 1 did not wish to speak with us
- On the third attempt (total 3):
  - 1 message left (the family was asked to contact the Education Centre at a specific phone number and

extension if they were interested)

- I other (e.g., phone not in service, inbox full, no answer)
- I completed the interview
- On the fourth attempt (total 2):
  - I completed the interview
  - I message left (the family was asked to contact the Education Centre at a specific phone number and extension if they were interested)

### **Grade 9**

110 students currently in Grade 9 were identified as possible students who may have attended Mountain Secondary for Grade 10. Between April 7 and 15, 2015, 190 phone calls were made to these families.

The following is a consultation of the telephone calls for those students in Grade 9:

### **Overall number of telephone calls and interviews completed:**

- Total number of telephone calls made: 190
- Total number of interviews completed: 58

### **Details regarding respondents' preferences**

- Of the 58 respondents who completed the interview:
  - 14 expressed interest in attending Mountain
  - 35 students doing well in current school which they will continue to attend
    - 3 Ancaster
    - 5 Delta
    - 1 Dundas
    - 1 Glendale
    - 2 Henderson
    - 2 Orchard Park
    - 4 Saltfleet
    - 2 Sherwood
    - 3 Sir John A MacDonald
    - 7 Sir Winston Churchill
    - 3 Sir A MacNab
    - 2 Waterdown
  - 7 stated No to attending Mountain for the following reasons:
    - 4 No - reason not specified
    - 1 No – student is not interested in attending Mountain
    - 1 No – student doing well mom upset about receiving letter
    - 1 No – transitions too difficult for student
  - 1 stated being unsure
  - 1 NA as student currently in Gr 10

### **Details regarding call attempts**

- On the first attempt to contact (total 112):
  - 55 messages were left (the family was asked to contact the Education Centre at a specific phone number and extension if they were interested)
  - 30 completed the interview
  - 19 other (e.g., phone not in service, inbox full, no answer)
  - 4 did not wish to speak with us
  - 4 asked to call back at another time

- On the second attempt (total 73):
  - 3 messages were left (the family was asked to contact the Education Centre at a specific phone number and extension if they were interested)
  - 40 other (e.g., phone not in service, inbox full, no answer)
  - 26 completed the interview
  - 3 asked to call back at another time
  - 1 did not wish to speak with us
- On the third attempt (total 5):
  - 3 other (e.g., phone not in service, inbox full, no answer)
  - 2 completed the interview



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Pam Reinholdt, Interim-Director

**DATE:** Thursday, April 9, 2015

**PREPARED BY:** Jamie Nunn, (Acting) Superintendent of Leadership and Learning  
Shelley Woon, Superintendent of Leadership and Learning  
Michael Prendergast, Superintendent of Student Achievement

**RE:** Secondary Special Education Report  
(Delivery Model) (Monitoring of Program Strategy Implementation)

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Action ☐

Monitoring ☒

### **Background**

At the February 28, 2015 Board meeting, Trustees approved the following:

That staff create a comprehensive Secondary Special Education Report that includes, but is not limited to:

- The feasibility and requirements of adding grades 9 and 10 classes to Mountain Secondary School (with the existing June 2017 closing date) for September 2015.
- Enrollment and retention data from the Parkview transition and students with a similar profile transitioning from grade 8 to grade 9.
- Academic achievement data from semester one (eg: credit accumulation).
- Student engagement data (eg: attendance).
- Staff resources (eg: Socio-emotional supports).
- Rationale for inclusive and contained models for special education.
- The structure and delivery of present and future special education at the secondary level.
- The existing plan for the students of Mountain Secondary for September 2017 and beyond.

### **A. The feasibility and requirements of adding grades 9 and 10 classes to Mountain Secondary School (with the existing June 2017 closing date) for September 2015.**

### **Current Context**

#### **Mountain Secondary School Demographics (2014-2015 School Year)**

There are currently 169 students at Mountain Secondary School. These students are currently in Grade 10, 11, or 12. All students are on an Individualized Education Plan (IEP). In the 2015-2016 school year, we anticipate the average daily enrolment at Mountain Secondary School will be 115 students in grades 11 and 12.

#### **Preparing the 2015-2016 Option Sheet**

All secondary school principals begin the option sheet process in the month of November for the following school year. Principals use student voice, staff feedback and system resources to make decisions as to which courses will or will not be on the option sheet. The option sheet for Mountain Secondary School was drafted in November

2014 and finalized in December 2014. The option sheet at Mountain Secondary School was finalized with the understanding courses would only be offered for students entering Grade 11 and Grade 12. Two separate option sheets were created: one option sheet for Grade 11 students and one option sheet for Grade 12 students. All students currently at Mountain have completed the option sheet process whether they are returning to Mountain, or not, in September 2015.

In the first three weeks of February, all students in HWDSB secondary schools, including those students at Mountain Secondary School, selected course options for the 2015-2016 school year. Students completed this process with the support of their Guidance Counsellor and parent or caregiver. In some situations, students receive additional support from the Student Success Lead, a Caring Adult (mentor), and/or community agency to select their options. All students currently registered at Mountain Secondary School have completed their option sheets for the following school year.

Currently, the principal at Mountain Secondary School and the Student Services staff are reviewing the options selected by students and have started to make timetable plans in advance of the staffing process in mid-April. The principal is making these decisions based on the number of option sheets submitted. The principal submitted the projected enrolment for Mountain Secondary School to Planning and Accommodation on Wednesday, March 25, 2015 in order to comply with Collective Agreement staffing timelines.

### **Students currently in Grade 8 (and preparing to transition to Grade 9)**

All Grade 8 students in HWDSB have started the Grade 8 to Grade 9 transition process. This process began in September 2014. At this time, all Grade 8 students have:

- Listened to presentations from their home secondary school or a Tier 3 program (i.e., Strings)
- Attended a Grade 7&8 Parent Information Night at their home secondary school (November)
- Attended a Grade 9 Option Sheet Information Night at their home secondary school (if offered in January)
- If applicable, participated (or will participate) in a system Identification, Placement, and Review Committee (IPRC) meeting with their parent or caregiver and created an academic plan for September. As part of the IPRC, each individual student is discussed and, in collaboration with the current elementary school team along with the receiving Grade 9 secondary school team, created a plan to address the needs of the student. The focus of these meetings is not only to establish a formal transition plan for the student and their families, but also provide an opportunity for the student and his or her family to formally meet the school principal, Learning Resource Teacher and any additional support staff. This meeting is a continuation of the relationship building process for the student to their home secondary school.

These students would now have a formal plan in place including a plan to welcome the student into the school at various points between now and the end of June (in preparation for the start of Grade 9 in September). Grade 9 students who may have attended Mountain in the past, traditionally would have participated in a system IPRC by late March/early April with the support of their Grade 8 teacher and the staff at Mountain Secondary School. The IPRCs now occur with the support of the Grade 8 teacher and the home secondary school (as per the student's address).

## **Feasibility and Requirements**

### **I. Staffing Timelines**

Principals submitted their enrolment projections on March 25 in order to comply with Collective Agreement staffing timelines. Mountain has submitted an enrolment projection based on their current school enrolment. Human Resources in turn provided the principal with a staffing allotment based on the current enrolment. This staffing was provided on a ratio of 1 teacher for every 15.5 students. Staffing within other key areas were also determined based on this enrolment projection including Mentoring Education Assistants, Educational Assistants, and other school support staff. Should additional grades be added to Mountain Secondary School and additional students transition for Grade 9 or Grade 10; additional staffing will be required. As of April 15, Human Resources would be required to add additional staff to the Mountain staffing entitlement if the actual enrolment increases.

This would be a cost to the Board since staff assigned to some schools would remain as per the Collective Agreement.

## **2. Grade Size**

The size of the Grade 9 and/or Grade 10 cohort is important. In order to properly offer program and timetable classes, the Grade 9 and Grade 10 cohort should be 45 students each. On average, 45 students will generate between 15 to 18 sections (approximately 2 ½ and 3 teachers). These teachers are currently allocated to other secondary schools in HWDSB at this time as the Grade 8 students (who could potentially attend Mountain) are currently within the enrolment projection for their home secondary school. Secondary schools continue to plan to support all students as they work towards all five destinations (College, Workplace, Community, University and Apprenticeship).

## **3. Student Well-Being**

A smooth student transition is pivotal. All families are under the understanding they are to attend their home secondary school for Grade 9 and will be programmed for and supported accordingly. As most system IPRCs are now complete, the student transition has started. Families have started to meet key school staff and begin to program for September.

## **4. Transportation**

Grade 8 students are planning to attend their home secondary school in September. Most students are within the 3.2 km boundaries as outlined within the HWDSB Transportation Policy and can walk to school. Should students opt to attend Mountain Secondary School for Grade 9, additional transportation would be required as students would need to be transported to Mountain Secondary School. This would be a cost to the Board.

## **5. Additional Transition in September 2017**

Mountain Secondary School will close in June 2017. If Grade 9 students begin at Mountain Secondary School in September 2015, they would be required to transition to their home secondary school in September 2017 (in their Grade 11 year).

### **B. Enrollment and retention data from the Parkview transition and students with a similar profile transitioning from grade 8 to grade 9.**

In the spring of 2014, **95 students**, were identified through the IPRC process as students who traditionally may have attended either Mountain Secondary or Parkview Secondary School in their grade 9 year. As Parkview closed in June 2014 and Mountain Secondary School did not receive Grade 9s in September 2014, these students attended their home secondary school (as per the school boundaries).

**13 students** of this group of students, who may have attended Mountain Secondary, are not currently enrolled in a HWDSB Secondary School. Some of these students enrolled in alternative programming, registered in a secondary school outside the Hamilton-Wentworth region or enrolled in the conterminous board. We are aware of where each of these students are.

### **C. Academic achievement data from semester one (e.g.: credit accumulation).**

#### **Academic Achievement:**

Of the Grade 9 students who may have attended Mountain Secondary School, and are working towards an Ontario Secondary School Diploma, on average, achieved 3 or more credits in first semester of the 2014-2015 school year.

Of the 95 students, 57 of the students achieved 3 or more credits (this includes 42 students who achieved 4 credits).



### Students who transitioned from Parkview Secondary School

In September 2014, 163 students transitioned from Parkview Secondary School to a HWDSB secondary school. Some of these students are working towards an Ontario Secondary School Diploma (OSSD) and some students are working towards an Ontario Secondary School Certificate (OSSC). A student must earn 30 credits to earn an OSSD and 14 credits to earn an OSSC.

#### Grade 10

Grade 10 students, who are working towards an OSSD, generally work towards completing 4 credits a semester.

- 73% of Parkview students who transitioned for grade 10 achieved **3 or more credits in first semester**. 43.2% of students achieved 4 credits in first semester.

#### Grade 11

Grade 11 students, who are working towards an OSSD, generally works towards completing 4 credits a semester.

- 44.8% of Grade 10 Parkview students who transitioned for grade 11 achieved **4 credits**.

#### Grade 12

Grade 12 students, who are working towards an OSSD, generally works towards completing a minimum of 3 credits a semester.

- 46.9% of Grade 11 Parkview students who transitioned for grade 12 achieved at least **4 credits**.

### D. Student engagement data (e.g.: attendance).

Across all periods, grade 9 students who may have attended Parkview or Mountain, had an average of **13 recorded (full day) absences** in semester one.

#### Absences by grade, across all periods, of students who transitioned from former Parkview Secondary School:

- Grade 10 students had **12 days** of recorded absences
- Grade 11 students had **19.5 days** of recorded absence
- Grade 12 students had **16 days** of recorded absence

School absences recorded include a variety of reasons which could include illness, involvement in a field trip or sports activity, truancy or other related activities out of school. Co-op placements are not recorded as absences.

### Supporting our Early Leavers

Prior to the beginning of each semester, we connect with our early leavers (students who leave our schools before graduating). Students leave school often for medical reasons, employment, family demands or other reasons. When this happens, each student is phoned individually to see how we can help them return to learning to enable them to graduate. Both system and school staff have attempted to reach all of our students who left the HWDSB, in the effort to re-engage them in school. The secondary staff continue to re-engage students this semester through a variety of different avenues.

### E. Staff resources (e.g.: Socio-emotional supports).

All secondary school option sheets offer all course types and pathways (Locally Developed, Academic, Applied and aligning senior course types of University, College, and Workplace). Grade 8 Principals and Learning Resource Teachers will offer the home school to students with Individual Education Plans, whether currently in regular or special class placements, as a first choice. Secondary Principals, Student Services, and school-based guidance staff will support students who choose to attend their local secondary school. Some of our secondary schools have Mentoring Education Assistants to support students. Many of our students who have a learning profile and considered either Mountain or Parkview in the past are already in our composite schools.

### *Literacy and Numeracy Interventions*

As student needs are identified, all secondary schools will provide intervention and support programs, such as Empower (Secondary)/Wilson Reading and Jump Math programs. These programs were introduced in May 2014 and these interventions and support programs started in schools in September 2014. As well, all secondary schools have Learning Resource Teachers to assist with programming as they currently do for all students. All secondary schools will continue to offer the following programs now and into 2015-2016:

- **Bump it Up Math** will continue to be offered in each of our secondary schools. Teachers of *Bump It Up Math* will also be able to use Gap Closing resources as diagnostics, Jump Math and Prodigy as complimentary supports to classroom instruction. Teacher learning teams will continue to come together throughout the year to build upon the program and share resources.
- High School **Empower** will continue to be offered to help students who are non-readers. This program addresses decoding (accelerated rate) and comprehension skills to improve reading strategies/skills. Empower is a prescriptive program and will be delivered within a course such as GLEIO/GLSIO or ELS2O. Students within this program access this program every day.
- Students who have **Wilson Reading** as an intervention will continue to receive this support.

### *Training*

It is as important to identify a student's strengths as it is to determine his or her needs. Many factors – physical, intellectual, educational, cultural, emotional, and social – influence a student's ability to learn. The student's strengths can be used to address his or her weaknesses. Understanding and noting them is critical to appropriate program development. Special Education Consultants support the appropriate IEP and profile development as well as assist in identifying program requirements. Students with this learning profile within an inclusive model are supported by the Student Success Team (including LRT) support, and may require locally developed courses, small group instruction particularly for literacy and numeracy, or intervention programs like Wilson Reading, Empower, Jump Math, etc. Consultants will support schools in this work.

### *Social Emotional Support*

We heard from students and parents that they want to attend their local school in order to access music, drama and extracurricular activities such as clubs. Students may also benefit from social/emotional supports. These could include specifically time-tabled classes of like-ability learners for literacy and numeracy or specific extra-curricular offerings (e.g. Best Buddies) to help students develop friendships and who would support them to join clubs or sports at school (extra-curricular and intramural). Special Education Consultants and other board staff (e.g. Mental Health Strategy and/or Student Services Staff) are available as teachers identify their needs. Opportunities for students to practice their social skill development are provided through activities such as field trips, school dances, and celebratory luncheons.

## **F. Rationale for inclusive and contained models for special education.**

The principles of equity and inclusion have guided special education policy since the Education Act was amended by the Education Amendment Act, 1980 (Bill 82), which required school boards to provide special education programs and services for students with disabilities. Ontario Regulation 181/98 further requires school boards to consider placing exceptional students into regular classes before considering placement in a special education class. Student success should not be determined by how a student learns or where a student lives. A great school has students from different backgrounds and various levels of academic abilities because it improves student success. Students should also not be segregated unnecessarily within schools themselves. Students are to be provided with the support they need in the most inclusive way. This is supported by our current HWDSB Strategic Directions focusing on achievement, engagement and equity and through the implementation of the Secondary Program Strategy.

Ontario's government has declared that the integration of students with special needs be the norm in the province's schools through its **Learning for All** document. The assessment and instructional approaches

described in *Learning for All*, K–12 are closely connected with and support the following policies and initiatives:

- Literacy and Numeracy Strategy [www.edu.gov.on.ca/eng/literacynumeracy/index.html](http://www.edu.gov.on.ca/eng/literacynumeracy/index.html)
- Student Success Strategy [www.edu.gov.on.ca/eng/parents/studentsuccess.html](http://www.edu.gov.on.ca/eng/parents/studentsuccess.html)
- Assessment, evaluation, and reporting policy (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12* [www.edu.gov.on.ca/eng/policyfunding/success.html](http://www.edu.gov.on.ca/eng/policyfunding/success.html))
- Equity and Inclusive Education Strategy (see *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009*) [www.edu.gov.on.ca/eng/policyfunding/equity.html](http://www.edu.gov.on.ca/eng/policyfunding/equity.html)
- Education and career/life planning program and policy (see *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12*) [www.edu.gov.on.ca/eng/document/policy/cps/index.html](http://www.edu.gov.on.ca/eng/document/policy/cps/index.html)

As a system, we are creating the conditions for each student to be successful in a more inclusive learning environment. Our HWDSB Program Strategy believes in equity of access for students to all programs in all of our secondary schools. We want each student to find what they need for success in their local school. We want every school to support and value each pathway after graduation – apprenticeship, college, community, university and work. We want all students to find what they need in every one of our schools. In schools where we have fewer than 300 students providing access to program to meet the needs of all students is challenging. By accommodating students with a variety of learning needs in their home school regardless of their exceptionality they can be offered a wider range of programs through the Arts, Co-op, experiential learning and have access to Tier 3 programming based on their interests. Students benefit from being part of their local community and have the opportunity of being part of their community school where they can develop the social and emotional skills with their peers and become part of their local neighbourhood. Whether it's specialized literacy and numeracy programs, small class sizes or special spaces for our students to gather, we will be providing the supports for our students to be successful. We want to do this in the most inclusive way possible. A great school provides students with the technologies, tools and environments that support learning, working and living in the 21st century. We want each student to feel comfortable in their home school community and to find success for the future.

Revitalizing facilities is an important part of the implementation of HWDSB's Secondary Program Strategy. The decision to close a number of secondary schools will allow funds to be redirected from the maintenance of underutilized facilities to the renewal of the remaining schools. The program strategy and facility renewal is inextricably linked. Facilities Management is required to integrate the program plan into its planning cycle. Many of the proposed Tier 3 programs can be accommodated in the specialized classroom spaces already existing in our schools or part of the design and construction of our new schools. However, the preliminary estimate for upgrades and renovations to provide new infrastructure for Tier 3 programs at existing secondary schools is approximately \$5 million dollars. This estimate is subject to change after field visits and final designs are completed. Funding sources available to HWDSB to implement the program strategy include School Renewal Grants (SRG) and Proceeds of Disposition (POD). As summarized in the February 11, 2013 Committee of the Whole report entitled "Strategy in Response to Capital Funding," a portion of the surplus funds identified in the Board-approved cash flow analysis (approximately \$12.6 million) could be used to fund the program strategy. We are entering the final 2 years of our Secondary Program Strategy and changing direction by maintaining more staff and increased transportation costs due to increased enrollment that is not funded by the Ministry or part of the 2015 – 2016 projected budget will have a direct impact on the funds available to all of our schools and our ability to implement the plan for programming at our schools.

## **G. The structure and delivery of present and future special education at the secondary level.**

### *The Transformational Context:*

Within HWDSB our goal of all students succeeding to high expectations is our recognition that our students' time with us is a critical component in creating the foundation of our students' futures. We support the provincial vision of a life of opportunities and possibilities for all students and are highly cognizant of the role we play in helping students to develop their abilities to reach their potential and achieve their dreams. Our Secondary Strategy supports this vision as we transition all students to the future they and their families envision for their life beyond school.

For our students with below average intellectual abilities, our system is transforming to align with and achieve the provincial vision of having individuals with intellectual disabilities living and leading meaningful lives where they feel valued as they contribute to and benefit from the communities they are a part of. We are committed to supporting students, staff and families and working collaboratively with community partners as we embark on our journey of supporting the learning of all. Though we have valued and believed in the programs we've provided for our students with intellectual disabilities, we continue to enhance our work in this area to position our students with special needs for success in their life beyond school. We believe HWDSB can succeed to high expectations. "All students can succeed to *high expectations*." Learning for All, 2014 / HWDSB

*Student with Special Needs:*

Throughout HWDSB more than 9 200 students are supported through special education supports and services. This does not include students who may be accessing mental health supports within the system or services that may not be accounted for in Ministry Reporting.

<b>Exceptionality</b>	<b>#</b>
Autism	375
Behaviour	103
Blind / Low Vision	22
Deaf / Hard of Hearing	30
Developmental	117
Gifted	588
Language Impairment	54
Learning Disability	1629
Mild Intellectual	622
Multiple	183
Physical	80
Speech Impairment	55
<b>Total Students Identified</b>	<b>3858</b>
Non Identified With an IEP	706
<b>Total Students with IPRC/IEP</b>	<b>4564</b>
Non IPRC / IEP accessing service	4709 approx.
<b>Total Students Served</b>	<b>9273 approx.</b>

A variety of staff support meeting the needs of students with special education needs within every school within HWDSB. These supports include, but are not limited to Classroom teachers, Designated Early Childhood Educators, Educational Assistants, Learning Resource Teachers, Special Class Teachers, Administrators, Special Education and Students Services Staff (Consultants, Itinerant Teachers, Itinerant EAs, Social Workers, Psychologists, Speech Pathologists, and Communication Disorder Assistants etc.). Community partners and families also play a significant role in supporting students with special needs within our district. The supports to students will vary throughout their educational career depending on their presenting needs. As we move our students towards independence and prepare them for life after school, the intensity of the support will be reduced where/when possible.

"Classroom teachers require the support of *one another* and the larger community to create a learning environment that supports students with special education needs." Learning for All, 2014 / HWDSB

*Current Special Education Model:*

Most students with special needs have an Individual Education Plan and are integrated within their home schools and enrolled within different pathways, receiving accommodations to address their varied learning strengths and needs. See my Path my Way, 7-2-10 Transition Guide Grades 7 – 10 for Students & Parents/Guardians or Learning for All: HWDSB Program Strategy for an overview of the various pathways and opportunities.

Some students with special education needs are enrolled in Locally Developed and Learning Strategies courses within their home school. These courses support them on a pathway to the workplace, to some college programs, or can be the prerequisite for enrolling in Applied Level courses. Literacy and numeracy interventions such as

Wilson Reading, Empower Reading and Bump It Up math are embedded into some of these courses. Students enrolled in these courses also have an Individual Education Plan and will receive accommodations and possibly modification to address their individual learning needs.

This year the following locally developed and learning strategies courses were provided throughout the district in secondary schools (not including Mountain):

Course	# Classes	Total Enrollment	Average Class Size
ENGIL	21	167	8
MATIL	22	220	10
SNCIL	16	186	12
GLEIOI	10	76	8
GLSIOI	3	38	13
ELS20I	19	80	4

A small number of students with special education needs are receiving intensive programming through a low student to staff ratio to address learning expectations outlined in their Individual Education Plan. These programs are provided within many Secondary Schools across the district. Students in these programs are integrated into the academic program where possible and included within the life of the school and community which provides valuable experiential learning opportunities for all.

Program	Description	Location
Comprehensive Class	Intellectual / LD	Sir Winston Churchill Delta Dundas Valley Nora Henderson (2 classes) Sir John A Macdonald Mountain Orchard Park
Graduated Support	Provides specific support to students plus integration in the school and community as appropriate to the individual student's strengths	Delta MacNab Sherwood Westdale
Developmental	Provides targeted, personalized support for students with developmental disabilities to address life skills, communication, personal care and physical supports.	Ancaster High, Churchill (2 classes), Dundas Valley, Orchard Park, Sherwood
Autism	Provides targeted, personalized support for students with Autism to develop life, communication and personal care skills through evidenced informed strategies.	Glendale (2 classes), N.F. Henderson, MacNab (2 classes), Waterdown
Social Communications	Provides targeted support to develop social communication skills of students on the Autism spectrum (Asperger's) who are participating in an integrated setting on a pathway to a secondary school diploma.	Ancaster High, Glendale
Special Day School	Intensive, small class placements: 3 developmental 5 multiple 1 ASD	Glenwood

*Moving Forward:*

HWDSB continues to focus on understanding and improving our practice to meet the needs of all students. As we develop our abilities to know our students with increased precision and advance our strategies to effectively respond to our students' learning profiles, we will continue to make improvements in our ability to educate all students within the most inclusive environment possible.

Through the support of system staff and community partners, HWDSB will continue to work to build capacity in educators to meet the diverse learning needs of our students within and beyond the classroom. We understand the value of the Individual Education Plan and are committed to supporting educators in working collaboratively with students, families and partners to develop and implement the IEP.

We recognize and value the importance of all students feeling a sense of belonging while at school and know this contributes to student well-being and success. We are committed to exploring and implementing best practices that promote an inclusive environment but also initiate ways in which we can assist our students in fostering relationships, facilitating connectedness and supporting friendships as we know this is vital to our youth and valued by families and essential to life beyond school.

We will continue to expand the opportunities we provide students with special needs to engage in meaningful, experiential learning opportunities both within and outside of the school that align with their interests and future aspirations.

During our process of developing our Elementary Program Strategy, we will ensure that we are establishing priorities and practices that will create the foundation that align and support our Secondary Program Strategy. We recognize the need to ensure pathways of possibilities for the future of our students with special needs are at the forefront of decisions that are made during their elementary years.

## **H. The existing plan for the students of Mountain Secondary for September 2017 and beyond.**

### *Transition from Mountain Secondary 2017*

Based on current enrolment at Mountain Secondary School 60 students are anticipated to continue their education within HWDSB, requiring a transition plan to their home Secondary School or an alternative program. These may include school-based programs, community-based programs (Co-op), or a combination of secondary and post-secondary programs.

HWDSB recognizes the value of a solid transition plan for all students to navigate the changes that occur throughout a student's educational career. The closing of Mountain Secondary School will present as a significant time of transition for all students who will be in attendance during the 2016/2017 school year. For some, it will be a transition that is experienced by all students as they transition into life beyond school, but for some, it will involve a transition to another Secondary School within HWDSB.

In the Fall of 2016, the staff at Mountain Secondary, as they work with families and community partners to update the transition page of every student's Individual Education Plan, will need to determine the appropriate individualized transitional actions to support a successful transition from Mountain into another HWDSB Secondary School. For some students these discussions may already be in progress or will begin during the 2015/2016 school year.

For students who will be under the age of 21 in September of 2017, who wish to continue attending school, placement options will be explored. Most students' will be able to have their educational needs met within their home school, while a few students may consider placements within a Special Class within the board. Students, staff and families will work in collaboration with receiving schools to support a successful transition. Transitional actions will be informed by best practices that are known to support students with specific exceptionalities. The intensity and the duration of the transitional plan will be informed by the profile of each student, though there may be some transitional activities that are planned to support all or small groups of students. All students will require a transition plan as outlined below if they are returning to a school-based

setting:

Transition plans may include:

- Staff from receiving school visits Mountain
- Staff from receiving school meet with Mountain Staff and Caregiver(s)
- Facilitated peer relationship building opportunities occur between students from Mountain and receiving school
- Student and family visit new school
- Student visits new school multiple times throughout the Spring of 2017
- Special Education Amount (SEA) equipment is transferred in June 2017 for September 2017
- Social Stories are created to address individual student needs
- Visuals of new school are created for student, staff and family use
- Visit to school is scheduled for the end of August
- Personalized programming resources are provided to receiving school in June 2017 for September 2017

#### *Alternative Placement Considerations*

In situations where a student would like to continue to attend school, but does not want to enroll within their home school, staff will work with the student to determine an alternative placement which may include another Secondary School, an alternative education program, or possible community or co-op placement that will meet the student's learning needs and interests. The Special Education and Student Success Departments will work collaboratively to explore additional opportunities as we continue to expand the learning opportunities available to our students.

#### *Supplemental Supports*

To understand the vision for individuals with intellectual needs within the province of Ontario, Trustees may want to review the content within the links below:

<http://hub.partnersforplanning.ca/Videos/165/Dance-in-the-Shadow>

<http://hub.partnersforplanning.ca/Videos/13302/julian-escallon-a-man-of-many-passions>

<http://hub.partnersforplanning.ca/Playlists/342/Two-Brothers-One-Condo>

<http://hub.partnersforplanning.ca/the-doc-zone>

<http://hub.partnersforplanning.ca/Resources/Videos/328/Independent-Facilitation-A-Powerful-Tool-for-Change>

<http://www.cdss.ca/about-the-canadian-down-syndrome-society.html>

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>