



Supporting our Students with Special Education Needs

Teachers continue to provide learning opportunities that enable students with Individual Education Plans (IEP's) to work toward the learning goals set out in their IEPs and a successful experience while learning from home. Support staff at both the school and board level, continue to collaborate with the classroom or subject area teachers and with the students with whom they support regularly, to ensure that they have the accommodations and resources necessary to successfully engage in learning at home.

Individual Education Plans (IEPs)

To support access to learning for students with special education needs, Individual Education Plans (IEPs) will continue to remain in effect as continuity of learning strategies are implemented. Students with special education needs are expected to continue to receive appropriate accommodations and modifications where necessary. In situations where the existing accommodations, modifications or alternative programming is not feasible, the school teacher and the school team will work with parents and families to determine the best strategies, on a case by case basis.

Identification Placement and Review Committees (IPRC's)

Schools will be scheduling reviews of Identification Placement and Review Committees (IPRC's) to be offered remotely at this time.

OUR STAFF

Teachers and Educational Assistants in Special Education System Classes continue to provide programming suited to the goals and learning profiles of the individual students in their classes, with an emphasis on practicing skills already taught to maintain and apply in their home environments and supporting the development of new skills with a focus on the learning goals established in their Individual Education Plans.

Differentiated Learning Resource Teachers (DLRTs) continue to support and coordinate special education processes at the school level, and are available to work with classroom teachers in adapting any accommodations given the nature of the virtual learning environment. DLRTs will be supporting the school regarding special education processes, including the annual Identification Placement and Review Committees (IPRCs) and student transition planning.

Educational Assistants continue to support remotely, the students they are assigned to support, in collaboration with the classroom teachers. They will be working with the classroom teachers to ensure the ongoing engagement and success of students through the preparation of individualized learning materials for students and working with individual students through a variety of remote methods (phone, email) to deliver program for specific students as determined by the teacher.

Central Support Staff

Itinerant Teachers, Psychology, Behavior and Speech and Language Professional Staff are available to consult and support the school staff with resources including accessible formats and strategies as needed to further support the classroom teacher and DLRT as they implement and

adapt accommodations and modifications. Professional support staff are also supporting in the building of relevant professional learning resources to support students, families and/or staff.

We continue to consider the different ways in which our professional support staff can work remotely to provide consultation, resources, collaborative planning (such as transition planning and behaviour management planning) and other supports to teachers and or families where appropriate and in line with applicable privacy legislation and regulatory bodies connected to professional staff.

Mental Health Staff are providing prevention and intervention resources and information, mental health check ins, and intervention services.

Mental Health resources are available through established links on our Board website. *The Mental Health Team* for the NNDSB are currently providing mental health supports to students remotely. This includes, “check ins” for students currently receiving prevention and intervention services in schools with mental health staff and those students who come to the attention of staff during the school closure period, as needing additional support. Students and families are encouraged to seek support through our Social Work team following the guidance and links provided on our board website.