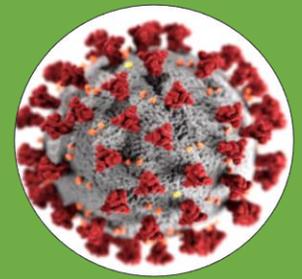


# School District No. 59

## COVID-19: Students with Diversabilities: Procedures Stage 2

K-12 Education Restart Plan: Stage 2  
(Revised September 3, 2020)



**The primary directive from the Federal and BC Provincial governments is aimed at limiting potential exposure of Canadians to COVID-19. Employees are to review operations and take preventative measures to ensure workers are not exposed; everyone must do their part to help reduce the spread of the virus and help flatten the curve.**

School District #59's diversity and inclusion practices are based on the principles of respect, acceptance, safety and equity and is committed to creating an inclusive and equitable environment for all of our learners. With a focus on these principles, SD #59 district and school staff work with students, families and outside agencies to make specific plans in order to ensure equity for students with diversabilities and students who require additional supports.

SD# 59 will use the structures and supports it has in place to plan for these students within their cohorts in order to provide them with an inclusive learning plan that is focused on their needs, goals and strategies. In addition, school and district teams will build in supports and strategies for students with diversabilities and students who need additional supports as a result of the impact of COVID 19.

1. Students with diversabilities and students who require additional supports may include but are not limited to:
  - a. some children and youth in-care
  - b. students with connections or identified by community agencies as needing additional supports
  - c. students who are accessing district learning services (physio, speech, literacy, etc.)
  - d. students with complex medical conditions
  - e. students with immune suppression
  - f. students who need mental health or social emotional support
  - g. students with diversability who have been destabilizing due to changes in their routine
  - h. students at risk of not graduating
  - i. students not yet meeting literacy expectations
  - j. students identified by the school-based or district learning services teams as needing additional supports
  - k. students who did not return to school in person in the spring or who disengaged from learning in the spring
2. Schools will work with their school-based teams and district staff (learning assistant teacher, counsellor, administrator, etc.) to contact and plan with families of students who have been identified and prioritized as requiring additional planning and supports regarding health and safety protocols and the changes to school in connection with COVID-19 prior to the first day of classes.
  - a. Students with diversabilities and students who require additional supports will have access to all of the supports and services they would be able to access in a typical year within the framework of the health and safety protocols of the district. Additionally, strategies and plans around prevention exposure control measure will be implemented to support their access to learning within their cohort (assigned seating, prompts, visual supports etc.)

## COVID-19: STUDENTS WITH DIVERSABILITIES: PROCEDURES

3. All students will be included in the development of cohorts at schools. Special consideration will be given to ensure that supports for students with diversabilities and students who require additional supports will have the supports they need within to the cohort. Wherever possible educational assistants who work with these students will be included as a part of their cohort.
4. The development of Individual Education Plans, Behaviour Support Plans, Annual Instruction Plans, In Care plans and Student Learning Plans and additional support plans will continue as per a typical year with additions to address specific COVID-19 concerns.
5. Meetings with families, community agencies and students may occur in person with physical distancing or health and safety measures in place following district protocols. If families want, these meetings may also happen virtually or a mix of in-person and virtually.
  - a. All plans will continue to address and build on the needs, goals, strategies of the previous year's plans. This will include as needed referrals to district supports such as speech, counselling, physio, assessment, etc. and referrals to and connection with community agencies.
  - b. The development of these plans will include how needs, goals and strategies can be supported within the student's cohort including but not limited to one on one supports, environmental supports, technology, access to materials, development of skills etc. Strategies may need to be adjusted to be consistent with health and safety guidelines.
  - c. Support such as social stories, visual supports, prompts, role-modeling, repeated practice etc. will be developed to support prevention and exposure control measures based on individual student needs.
  - d. Teachers, case managers or key contact people will establish an ongoing communication plan with families of students with diversabilities or students who require additional supports and the student's support team to reflect on and change if necessary, the strategies implemented to support the student's access to learning in their cohort.
6. Students with immune suppression or complex medical needs may need an at home program or a combination of an at home or in-school program. Parents/caregivers of these children need to consult with their medical health care provider to determine the level of risk regarding their child's return to in-class instruction. If parents/caregivers do not wish to enroll in distributed learning or home schooling, they will need to obtain a doctor's note indicating the need for accommodations due to health-related risks. School and district teams will work with these families to ensure the continuity of learning.
  - a. School staff such as learning assistance teachers will work with classroom teachers and district staff to develop and support this programming. This may include providing the student with the technology to support their learning at home (dependent on student need).
  - b. Students working at home will have access to school supports (Working with educational assistant, literacy interventions, direct teaching, etc.) and district supports (speech, physio, etc.) based on the plan developed around the student's needs.

## COVID-19: STUDENTS WITH DIVERSABILITIES: PROCEDURES

7. Educational assistants will continue to be key supports for students with diversabilities and students who need additional supports. They will continue to collaborate with classroom teachers and other school staff (learning assistance teachers, administrators, etc.) in the delivery of instructions and supports which may include:
  - a. supporting students in accessing learning in class
  - b. helping prepare assignments, content and activities
  - c. helping to collect materials to be sent to students working at home
  - d. communicating and checking-in regularly with students as outlined by the classroom teacher and learning assistance teacher and under the supervision of school or district administration
  - e. supporting families and students in accessing and participating in remote learning and therapy
  
8. Staff who work with students with diversabilities or students who require additional supports may need to be in close physical proximity or physical contact with a student.
  - a. When the staff member is working with a student in their learning cohort, no additional personal protective equipment such as masks or gloves is required beyond what has typically been used when working with the student (ex – gloves for toileting). Even though not required staff may opt to wear a non-medical mask, a face covering or a face shield + a non-medical mask as a personal choice.
  - b. When working in close physical proximity with a student outside of their learning cohort, staff will be required to wear a non-medical mask, a face covering or a face shield + a non-medical mask (masks and face shields will be available for staff).