

# FRAMEWORK FOR THE CONTINUITY OF SUPPORTS FOR STUDENTS WITH DIVERSE NEEDS



COWICHAN VALLEY SCHOOL  
DISTRICT

## INTRODUCTION

To honour our learners, and the work and journey that the Province and our District has been on in regards to Inclusive Education, any planning of continuity of learning should be for ALL students and should include collaboration and consultation of school and District Support Services / Inclusive Education teams. This proposed framework fosters collaboration between school sites and District teams to develop innovative, comprehensive, and inclusive continuity of learning and support frameworks.

In the next days and weeks school teams and District Support Services will be developing continuity of learning plans for students with disabilities, or diverse abilities, to allow for continued learning in the home environment and to ensure equity of access to learning.

The continuity of learning framework that teachers and schools are developing should be connected to any continuity of supports.

## CONTINUITY OF SUPPORTS INCLUDE

Learning plans for students with disabilities and diverse abilities should be aligned with the goals identified in the student's Individual Education Plan (IEP) and developed in consultation with specialists who typically support the student in the educational setting (e.g. Speech Language Pathologists, Occupational Therapists).

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While these learning plans may not be able to replicate the services provided within the educational setting, they should provide staff and parents / caregivers with activities that are appropriate in the circumstances.

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Any online learning opportunities provided as a part of a continuity of learning plan should be accessible to all students. In addition, our school teams will also be working on low/no technology alternatives where these are more appropriate to the learner.

## OUR APPROACH

We will be approaching our work on the continuity of support by using a multi-week planning framework. This is an iterative process where we will continually reflect, revise, and build on previous week's actions and learnings to build a comprehensive and systematic approach to the continuity of supports. We will build on our existing LART collaboration model to harness shared knowledge and promote innovative practices that are necessary to provide continuity of support in this new learning situation.

## PRIORITIES

- Establishing video/online communication platforms for school and District Teams to connect and collaboratively plan
- Reach out to our priority and most vulnerable students and their families
- Provide collaboration time and professional learning opportunities for our school team focusing on how to adapt current IEP strategies to accommodate remote or online learning opportunities
- To start working with parents and students to update their IEPs to manageable, accessible and meaningful learning plans starting April 15, 2020
- Provide alternate learning resources and connect families to relevant community supports

## IN ADDITION

- Classroom teachers create continuity of learning plans for designated students whose learning needs are documented in an IEP and/or for English Language Learning students whose learning needs are documented in an Annual Instructional Plan.
- School administrators can determine the appropriate staff to assist classroom teachers to develop and support learning plans that include information as identified in students' IEPs/AIPs.
- Non-enrolling teachers (RT, LA, School Counsellor, and Inclusion Support Teachers) collaborate with appropriate District Support Services staff and classroom teachers to ensure that content being prepared for at-home learning is accessible, meaningful for all learners, and can be supported by parents/caregivers. Particular attention and support is required for those who traditionally face barriers to accessing online content.
- Appropriate District Support Services staff, in collaboration with school teams, will create specific plans on how students with diverse learning needs will be able to access specialized supports traditionally delivered onsite through direct service to learners or via consultation with the educational team (e.g., physical therapy, occupational therapy, teachers of students with sensory impairments).
- District Support Services Staff will provide and lead professional development for school based non-enrolling teachers, classroom teachers, and EAs to build knowledge and capacity on inclusive educational practices and interventions in context of remote or online delivery models.
- Teachers should maintain ongoing communication with colleagues who also serve their students (paraprofessionals, non-enrolling teachers, related service providers, counsellors, school based team, etc.).

Educational Assistants continue to support teachers in the delivery of instruction for students with disabilities and diverse abilities. Support may include:

- preparing assignments, content and activities
- assisting with the collection of materials that will be sent to students (Under Provincial Health Officer recommendation and Health & Safety procedures)
- maintaining regular communication and check-ins with students as determined by the classroom teacher, and under the direction of the teacher or related service provider
- supporting families and students in accessing and participating in remote learning and therapy experiences as needed