

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA
May 20, 2020

**Nancy Crawford, Chair and
Trustee Member**

George Wedge, Vice Chair
Easter Seals

Melanie Battaglia
Community Representative

Lori Ciccolini
Community Representative

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Tyler Munro
Integration Action for Inclusion
Representative

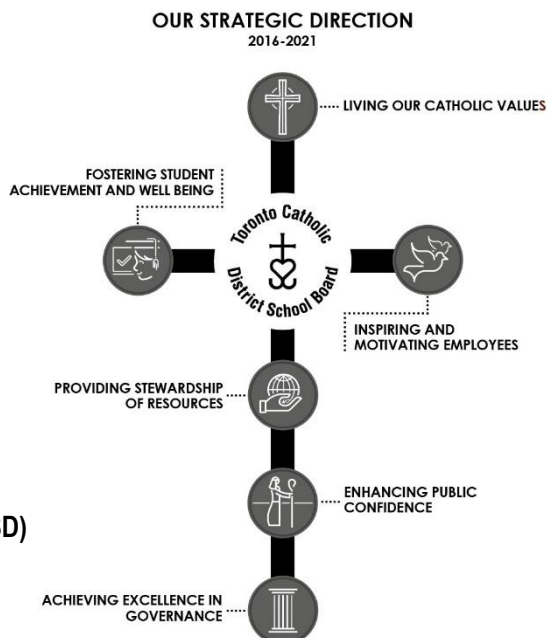
Deborah Nightingale
Association for Bright Children

Mary Pugh
VOICE for Hearing Impaired

Glenn Webster
Ontario Assoc. of
Families of Children
with Communication
Disorders

Sandra Mastronardi
Autism Ontario

Trustee Members
Angela Kennedy
Daniel Di Giorgio



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home,
parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298
Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Rory McGuckin
Director of Education

Joseph Martino
Chair of the Board

Terms of Reference for the Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee (SEAC) shall have responsibility for advising on matters pertaining to the following:

- (a) Annual SEAC planning calendar;**
- (b) Annual SEAC goals and committee evaluation;**
- (c) Development and delivery of TCDSB Special Education programs and services;**
- (d) TCDSB Special Education Plan;**
- (e) Board Learning and Improvement Plan (BLIP) as it relates to Special Education programs, Services, and student achievement;**
- (f) TCDSB budget process as it relates to Special Education; and**
- (g) Public access and consultation regarding matters related to Special Education programs and services.**

SEAC shall also make recommendations to Board pertaining to these matters, in order to improve the lives of students with Special Education Needs and their families.

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AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Nancy Crawford, Chair

George Wedge, Vice Chair

Wednesday, May 20, 2020

7:00 P.M.

| | Pages |
|---|--------|
| 1. Opening Prayer | |
| 2. Roll Call & Apologies | |
| 3. Approval of the Agenda | |
| 4. Notices of Motions | |
| 5. Declarations of Interest | |
| 6. Approval & Signing of the Minutes of the Special Meeting held May 4, 2020 for Public Session | 1 - 3 |
| 7. Presentations | |
| 8. Delegations | |
| 9. Reports of Officials for Information by the Board/Other Committees | |
| 9.a Special Education Superintendent Update (May) | 4 - 11 |
| 9.b Verbal Update - Student Grants (GSN) for Special Education 2020-2021 | |

9.c Verbal Update - Specialized Equipment Allocation (SEA) Claims Update

9.d Special Education Advisory Committee Sub-Committee for the Special Education Plan (To Be Distributed)

From the March 5, 2020 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting

9.e Accessibility of Public Meeting Rooms for Deaf and Hard of Hearing Community 12 - 15

From the May 7, 2020 Regular Board Meeting

9.f The Toronto Catholic District School Board's Response to the COVID-19 Pandemic Crisis - May 7 Update 16 - 51

i. Information Report

ii. Appendix A - A Faith Community of Believers: Toronto Catholic District School Board's Distance Learning Implementation Plan (v 2.0)

9.g Toronto Catholic District School Board Communication to Minister of Education - SEAC Motion May 11, 2020 52 - 64

10. Consideration of Motions for which previous notice has been given

11. Consent and Review

12. Unfinished Business from Previous Meetings

13. Matters Referred/Deferred to the Committee by the Board and Other Committees

14. List of Communications

14.a Letter from Nipissing-Parry Sound Catholic District School Board and Special Education Advisory Committee to Hon. Stephen Lecce regarding Minister's Advisory Council on Special Education (MACSE) 65

14.b Verbal Update - Resignation of Sandra Mastronardi, Association

Representative for Autism Ontario

15. Association Reports

16. Inquiries and Miscellaneous

17. Annual Calendar/Pending List

17.a SEAC Annual Calendar 66 - 69

17.b Pending List as at May 20, 2020 70 - 74

18. Adjournment

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MINUTES OF THE SPECIAL VIRTUAL MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

HELD MONDAY, MAY 4, 2020

PRESENT:

Trustees: N. Crawford, Chair

**External
Members:** George Wedge, Vice Chair
Melanie Battaglia
Lori Mastrogiuseppe
Sandra Mastronardi
Tyler Munro
Deborah Nightingale
Mary Pugh
Glenn Webster

Staff: D. Koenig
L. Maselli-Jackman

S. Pellegrini, Acting Recording Secretary

2. Roll Call & Apologies

Apologies were extended on behalf of Trustees Di Giorgio and Kennedy and Lori Ciccolini.

3. Approval of the Agenda

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that the Agenda be approved.

On the Vote being taken, the Motion was declared

CARRIED

6. Approval and Signing of the Minutes of the Meeting

MOVED by George Wedge, seconded by Glenn Webster, that the Minutes of the Regular Virtual Meeting held April 22, 2020 be approved.

MOVED in AMENDMENT by Glenn Webster, seconded by George Wedge, that the Minutes dated April 22, 2020 note that Glenn Webster was excused from the meeting due to technical difficulties and that in future meetings if someone is absent because of technical difficulties, it be noted as such.

On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the Motion, as amended, was declared

CARRIED

18. Adjournment

MOVED by George Wedge, seconded by Mary Pugh, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



Special Education Superintendent Update

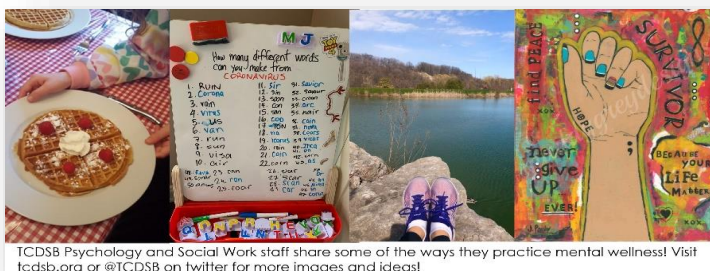
May 2020

May 4-8, 2020, TCDSB celebrated Children's Mental Health Awareness Week. This year, more than ever, we need to GET LOUD about mental health. It coincides with Catholic Education Week and many of the suggested activities are complementary to each other.

Please share this information with your educators and encourage students to participate in this year's Mental Health Awareness Week. We invite everyone to share what mental health means to them throughout the week using the hashtag **#TCDSBMHW2020!**

This year, the mental health team has identified 5 themes with related resources for each day of the week:

- **Mindful Monday.** Mindfulness is an effective way to reduce one's reactivity to stress and increase our capacity to cope: [Mindfulness video](#) or see [other techniques](#).
- **Take a break Tuesday.** It's important to have a productive day but it is just as important to intentionally and deliberately take a real break: [50 ways to take a break!](#)
- **Wellness Wednesday.** A healthy mind and a healthy body go hand and hand: [Canadian 24-Hour Movement Guidelines for Children and Youth](#).
- **Thankful Thursday.** Start a [Gratitude Journal](#) by shifting your attention to the positive around you and help develop more optimism and happiness.
- **Friendly Friday.** Play a board game with your family, or reach out to a friend/loved one by phone or video chat. Social connection is essential to well-being.



TCDSB Psychology and Social Work staff share some of the ways they practice mental wellness! Visit tcdsb.org or @TCDSB on twitter for more images and ideas!

For more information or ideas visit: tcdsb.org/ProgramsServices/SpecialEducation/mhs/Pages/Default.aspx or mentalhealthweek.ca

The following newsletter was sent to all parents:
<https://t.e2ma.net/webview/p8y6bc/0124826dc31ab2c7878c45a993422ea8>



Tip Sheet for Educators to Support Students' Mental Health During COVID-19

"Do not be afraid for I am with you. Do not be discouraged for I am your God. I will strengthen you and help you. I will hold you up with my victorious right hand" (Isaiah 41:10)

The teaching landscape of pre-March Break to post March Break is unrecognizable. The stress that everyone has been experiencing as a result of the COVID-19 pandemic is unprecedented. However, as many systems try to adapt to a new and ever changing reality, so too must we adapt to address not only curriculum needs but students' mental health and safety needs as they arise. This tip sheet is meant to provide a brief summary of steps to take when there may be mental health and safety issues that you become aware of. We recognize that you are not mental health professionals, and the summary below is not new information, just condensed into a tip sheet to help you continue to support students as you have always done.

Signs of Distress in Students:

- Anxiety, worry about self, the future and loved ones
- Disclosures that students are having difficulty concentrating, are experiencing sleep problems, etc.
- Physical distress such as headaches, stomach aches, crying, etc.
- Maladaptive coping mechanisms such as self-harm, drug use, etc.

What educators can do to support students:

1. **Be reassuring.** Youth take their emotional cues from adults around them. Be aware of your reactions, your words and what they are communicating. Students need factual and age-appropriate information about the virus and ways to keep themselves safe. Reassure them that they are safe and that there are caring adults in their lives that care about them.
2. **Listen and observe.** Take your cues from the student to know how much information he/she needs. If the student is not focused on the spread of the disease, just let them know that you are there. Make sure to answer their questions in a developmentally appropriate way.
3. **Validate their feelings.** Make sure you validate how a student is feeling and what they may be concerned about. Let them know that it is normal to feel anxiety and be worried about the future. There may also be family situations that may be particularly distressing for them (illness of a loved one, separation from family members, social isolation from friends and family, etc.). Recognize and validate their fears and worries.
4. **Emphasize resilience.** Help students understand people's strengths in overcoming difficult situations. Focus on the student's own competencies in terms of how he/she has coped in daily life during difficult times. In age-appropriate terms, identify other situations from which people and communities have recovered.
5. **Encourage connection with a caring adult.** If a student appears distressed, encourage them to connect with a caring adult in their environment, a parent or guardian that they can reliably count on. As appropriate, you can also offer to connect with a parent or guardian in their environment to communicate the student's fears and concerns.



May is Speech, Language and Hearing Awareness Month

Did you know that speech and language delays are the most frequently reported problem in children?

Early speech and language development has a major impact on future academic success. For example, research shows that a child's vocabulary when starting school is a prime predictor of school success or failure. We also know that early language skills are directly related to later reading skills, and that children with poor language development have difficulty using language to learn math and science.

If you have a concern about your child's speech or language, your school Speech-Language Pathologist (SLP) can help! Speak to your child's teacher or school principal to find out more, or contact the Speech and Language Department at 416-222-8282, extension 2261.

More information here:

<https://www.tcdsb.org/ProgramsServices/SpecialEducation/Speech/Pages/Welcome.aspx>



Parents Reaching Out (PRO) Grant - Update

In late fall, the Board received a Ministry PRO grant of \$51,000 with a mandate to “*work with parent stakeholder groups, school councils and/or Parent Involvement Committees to lead projects with a focus on the identification and removal of barriers that prevent parents and families from participating and engaging fully in their children's learning.*”

The SEAC committee received \$5,000.00 to utilize for parent engagement activities according to the PRO Grant Guidelines.

Resulting from the Covid-19 pandemic and board closure, this process has been interrupted. Therefore, the board is awaiting an update regarding any possible future use of these allocated funds. All Board budgetary decisions will be informed by Ministry of Education funding updates.



Autism Team

Distance Learning Tips for Students with ASD and Parents

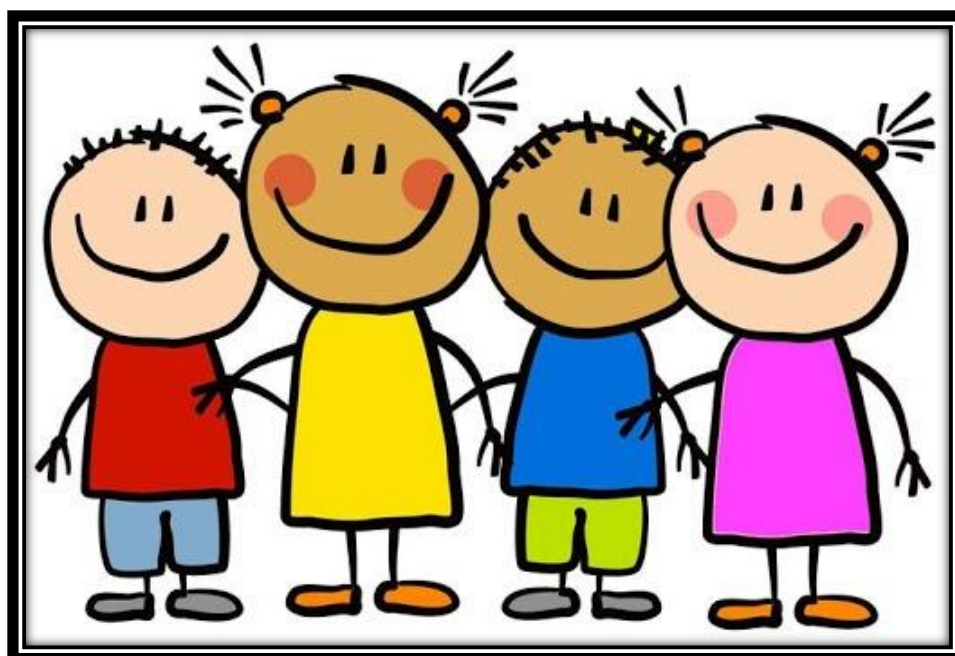
The TCDSB Special Services Autism Team has created a number of tip sheets focusing on secondary students in non-Special Education, mainstream classes, parents of secondary students, as well as elementary and secondary students with Multiple Exceptionalities.

These tip sheets can be found on the TCDSB public-facing website. Autism Support Teachers have been in contact with parents of secondary students with ASD in mainstream classes and have shared with them the various available tip sheets.

Below is a link to these tip sheets and newsletters.

<https://docs.google.com/document/d/1lXw4sCSxRwT5lmZjnaP5JPVrIY-flKk2yE-q38iOsMo/edit?usp=sharing>

Secondary Autism Support Teachers have also created a Google Classroom for students to engage with in an effort to combat social isolation.





Concerns and Considerations for Supporting Students with Physical Disabilities During Distance Learning

Concern

Loss of health and personal care supports

Many families are electing to decline personal care supports because of the risk from workers entering multiple homes. Agency providers are using best practices for safety and hygiene, but the children are very vulnerable.

Consideration

Families are encouraged to reach out through the school principal to access school Social Work supports especially for families who may be in distress.

Concern

Health and physical care of students

Parents are providing the majority of care to their child and this requires significant time and energy. It impacts the capacity of the parents to support learning. Single parent led families are even more impacted without additional help in the home.

Consideration

Teachers delivering distance learning are cognizant of student workload when providing curriculum to students and endeavor to follow Ministry and board guidelines. Professional learning opportunities have been made available to staff to ensure curriculum resources are tailored to student needs and can be delivered in a digital environment. Accommodations and modifications that are applicable for the distance learning environment are outlined in the student's IEP.

Concern

Loss of therapy as it has been deemed a non-essential service

Children's Treatment Centers (CTNs) who provide rehabilitation services at school are currently closed. Parents are trying to follow therapy recommendations and work with their child at home, but it is challenging.

Consideration

Children's Treatment Centers have continued to offer video conferencing for families with that capability since the school closure. They are part of the recent Ministry announcement that will allow face-to-face sessions to resume.



Concern

Access to SEAC equipment at school

Special Equipment Amount (SEA) funded equipment that supports learning as well as health and safety, such as walkers, standers, Augmentative and Alternative Communication (AAC) devices, were not taken home at the start of March break. Families need this equipment for the health, safety and learning of students.

Consideration

A Controlled Access to Schools Initiative was established on multiple occasions following the school closure. At those times parents were afforded opportunities to retrieve from their child's school assigned SEA devices and other technology. The Board has also facilitated access to technology devices for non-SEA students in need through the delivery of thousands of Chromebooks and iPads. Focus: Equity of access to Distance Learning opportunities for all TCDSB students.

Concern

Accessibility features for on-line learning

Students with disabilities require a wide range of accessibility features for learning and some of the recommended learning websites do not provide these features.

Consideration

The Board's 21C and Assistive Technology (AT) team members provide daily professional learning sessions to all teaching staff on how to incorporate curriculum to reach all learners including those with disabilities and/or other special needs.

Concern

Graduation Planning

Students with disabilities, who are hoping to graduate in June, are concerned about marks and requirements to graduate or for admission to post-secondary. Families and students are concerned about how planning for graduation will be supported.

Consideration

Principals were requested to work with school teams and families to develop virtual graduation options and find other ways to make the milestone significant for students. Planning is ongoing.



Concern

Transition Planning

Students who are transitioning in the Fall to a new grade, school, or placement need to know how planning will occur while learning at home.

Consideration

TCDSB Special Services has developed a protocol to support the transition of students to new learning environments. This has been shared with school administrators and staff. Principals will work with students and parents to address individual circumstances.

Concern

Social isolation

Many children with disabilities have few friends and rely on school for all of their social connections. The absence of face-to-face learning at school leads to further isolation.

Consideration

The TCDSB Video Guidelines have recently been released. These guidelines provide important information regarding to the potential use of synchronous online learning opportunities by students and staff, as well as the engagement of parents in video conferencing/meeting situations. Teachers can utilize this tool, among many, to support students during the Distance Learning phase. Professional and parent learning sessions regarding the use of video in Distance Learning and conferencing platforms are available on a regular basis. Parents are encouraged to maintain ongoing communication with their child's teachers and school staff regarding their child's unique needs.





Considerations for Supporting Students with Giftedness During Distance Learning

Online Resources



Please note when determining which online resources to engage:

- ✚ Focus on tools that are free to use
- ✚ personal costs or commitments to subscriptions are not recommended.

Access (other) on-line links that teachers can use to access activities for their students with Giftedness.

<https://www.exquisite-minds.com/gifted-resources-lessons-and-curriculum>

A “one-stop-mega-shop” for all things STEM

- ✚ organized by grade, discipline, area of focus
- ✚ easily accessible with iPhone or Mac devices

<https://www.actua.ca/en/resources/>

Access other links to free resources teachers can use for their classes

www.eds-resources.com/edgifted.html

Check out the “Mensa for Kids” tab

<https://www.us.mensa.org/play/>

This website is focused on parents, however there are some good ideas teachers can use under the “Resources and Support” tab

<http://abcontario.ca/>



REPORT TO

**STUDENT ACHIEVEMENT AND
WELL BEING, CATHOLIC
EDUCATION AND HUMAN
RESOURCES COMMITTEE**

**ACCESSIBILITY OF PUBLIC MEETING ROOMS FOR
DEAF AND HARD OF HEARING COMMUNITY**

“The Lord is not slow about his promise, as some think of slowness, but is patient with you, not wanting any to perish, but all to come to repentance.”

2 Peter 3:9

| Created, Draft | First Tabling | Review |
|------------------|---------------|---|
| January 17, 2020 | March 5, 2020 | Click here to enter a date. |

J. Di Fonzo, Senior Coordinator, IT Infrastructure and Operations
S. Camacho, Chief Information Officer

INFORMATION REPORT

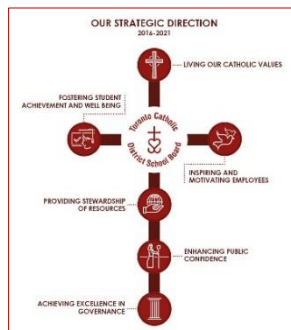
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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

An Audio/Visual (A/V) Design specialist and Architect were retained for the current project to update the A/V technology and millwork in the public meeting rooms (i.e., Main Boardroom, Large Committee Room, Michael Cornacchia Meeting Room, and Catholic Teachers Centre). The design work and final specifications for these meeting rooms incorporates enhancements for hearing assistance technology for those that are Hearing Impaired.

There is continued work to enhance the live and recorded webcasts of the Board meetings with Closed Captioning. Testing of the Closed Captioning functionality is underway in advance of the upgrades to the sound system in the Main Boardroom. Upon successful testing and pilot in the Main Boardroom, the webcasts of the Board meetings will be provided with Closed Captioning. The additional annual subscription cost for this service is \$10,000 plus net taxes.

As per the motion from the Board on November 21, 2019, a process can be established that upon request, sign language interpreters would be present at a Board meeting to the sign the content and proceedings of the meeting for attendees from the Deaf and Hard of Hearing community. The estimated cost to provide sign language interpretation services a Board meeting is between \$600-\$960 plus net taxes.

The upcoming project to refresh the TCDSB public website will address the Ontario accessibility requirements for content posted on the website including videos. The estimated timeline to launch the new public website is Fall 2020.

The cumulative staff time required to prepare this report was 25 hours

B. PURPOSE

1. This report addresses a motion from the Board on November 21, 2019 to address accessibility of the public Board meetings and the online video webcasts of the meetings along with other Board videos to accommodate the Deaf and Hard of Hearing community.

C. BACKGROUND

1. The current project underway to update the public meeting rooms (i.e., Main Boardroom, Large Committee Room, Michael Cornacchia Meeting Room, and Catholic Teachers Centre) with upgraded Audio/Visual (A/V) technology and millwork replacement for the Main Boardroom has incorporated accessibility as part of the design. The new design includes assistive technology for the hearing impaired. Sixteen (16) hearing assistance devices will be available for Trustees and the public.
2. For the Hearing Impaired, Closed Captioning (CC) is a process that transcribes the auditory components of a video into a textual representation. The captions appear at the bottom of the display and there is a toggle control to turn the Closed Captioning on or off.
3. The current webcasting subscription included with the TCDSB meeting management software (eScribe) has additional functionality available to provide Closed Captioning of the live and recorded video of the Board meetings.
4. For the Visually Impaired, Described Video (DV) is a narrated audio description of the main environmental and visual images that are present in a video.
5. The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is the law that develops and enforces accessibility standards. The Ontario Integrated Accessibility Standards Regulation (IASR) is a grouping of five standards that AODA developed and includes standards for addressing accessibility of Information and Communications.
6. WCAG 2.0 (Web Content Accessibility Guidelines 2.0) is an intentionally accepted standard for web accessibility developed by the World Wide Web Consortium (W3C). The guideline has three levels of accessibility: A, AA and AAA. The Ontario IASR specifies that beginning January 1, 2021 all public websites and web content must meet WCAG 2.0 Level AA. The standard does not pertain to live video.

D. EVIDENCE/RESEARCH/ANALYSIS

1. A pilot of the Closed Captioning functionality within eScribe for live and recorded board meetings will be fully conducted after the A/V technology and sound systems upgrades are completed in the Main Boardroom. The upgrades

to the Main Boardroom are expected to be completed by the second week of April.

2. If the pilot were successful, the eScribe software subscription would be enhanced to add the closed captioning functionality at an annual subscription cost of \$10,000 plus net taxes.
3. The project to refresh the TCDSB public website will address the requirement that content posted on the website including videos be compliant with the Ontario Accessibility for Ontarians with Disabilities Act, 2005 (AODA).
4. In the motion, Described Video for the recorded videos of the Board meetings was included, however, Described Video is for the visual impaired who cannot see the video and need the video described to them in audio format. Described Video is not for the hearing impaired as described by the motion. As such, the recorded videos of the Board meetings will only be enabled with Closed Captioning and not Described Video.
5. As per the request in the motion, a process can be established to have a sign language interpreter attend the Board meetings upon request to enable access to the content and proceedings of the meeting for attendees from the Deaf and Hard of Hearing community.
6. A sign language interpreter can only sign for 20 minutes at a time. Due to the length of Board meetings, such a request would require having two (2) sign language interpreters present at the meeting and alternate signing. The rate for a sign language interpreter is \$75-\$120 per hour. The cost to provide sign language interpretation for an average four (4) hour Board meeting is estimated between \$600-\$960 plus net taxes.
7. In general, there is a province wide shortage of sign language interpreters. In order to accommodate a request to provide sign language interpretation for a Board meeting, the request would need to be sent to the Recording Secretary at least ten (10) business days in advance in order to make the necessary arrangements. Staff will develop a request process for this service in the coming weeks.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD'S RESPONSE TO THE COVID-19 PANDEMIC CRISIS - MAY 7 UPDATE

"God ... will repay everyone according to his works: eternal life to those who seek ... immortality through perseverance in good works."
Romans 2:6-10

| Created, Draft | First Tabling | Review |
|---|---------------|-----------------------------|
| May 1, 2020 | May 7, 2020 | Click here to enter a date. |
| R. McGuckin, Director of Education D. Koenig, Associate Director of Academic Affairs N. D'Avella – Superintendent of Equity, Diversity, Indigenous Education, and Community Relations | | |
| INFORMATION REPORT | | |

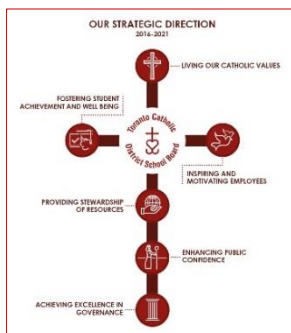
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Associate Director of Facilities,
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Chief Financial Officer

EXECUTIVE SUMMARY

On April 23, the Board of Trustee received a report outlining the Toronto Catholic District School Board's response to the COVID-19 pandemic crisis. The report delineate the Board's response in two distinct phases. In phase one, the period between March 13 and April 5, the Board focused on the development of its Business Continuity Plan, on the creation of its plan for teacher-led distance learning, and on a system-wide "check and connect". Phase two began on April 6 with the launch of *A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan*.

Currently, the TCDSB is in the fifth week of its teacher-led distance learning plan. With new Ministry directions and on-going formal and informal feedback from students, parents, teachers, principals, vice-principals, and union and non-union employee groups, the TCDSB continues to monitor and refine its practices and procedures.

Included in this report is a revised version of *A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan 2.0* (Appendix A) which reflects the system's commitment to continuous improvement within a faith-based learning environment. In addition, contemplating the eventual return to school, the TCDSB's Business Continuity has been expanded to include the *Return to School Committee* charged with setting a roadmap for a safe return to the physical learning environment.

The cumulative staff time required to prepare this report was 25 hours.

PURPOSE

Focusing on the following key areas, this report provides a high-level summary update on key decisions, actions, and outcomes in the TCDSB's response to the COVID-19 crisis:

| Report Component |
|---|
| A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan (Updated) |
| Parent and Community Engagement (CSPCs, CPIC, Community Advisory Committees) |
| Distance Learning: Support for Parents |

| |
|---|
| Video Conferencing/Synchronous Learning |
| Update on Distribution of Devices |
| Business Continuity Update - Return-to-School Committee |
| Human Resources Update |
| Communications |

BACKGROUND

The COVID-19 pandemic crisis presents unprecedented challenges for Ontario's Education System and for the TCDSB. With a commitment to sustaining faith development and an adherence to the principles of simplicity, flexibility, compassion, and equity the TCDSB has worked diligently to create and implement a distance learning plan that will ensure continuity of learning for its 90,000 students. The overarching challenge has been transitioning from a face-to-face education system to a virtual, teacher-led distance learning mode of curriculum delivery and assessment.

In the new distance learning environment, the TCDSB is committed to adopting a system-wide learning stance for continuous improvement of its practices and procedures.

EVIDENCE/RESEARCH/ANALYSIS

A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan (Updated)

With its commitment to continuous improvement, the TCDSB has revised its plan for teacher-led distance learning. The updated ***A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan 2.0*** (Appendix A) reflects new Ministry directions as well feedback from students, parents, teachers, principals, vice-principals, and union and non-union employee groups. The updated plan contains enhancements in a number of key areas:

1. Nurturing our Catholic Community

- a. Initiation of a regular check and connect with school Chaplains and Religion Department Heads;

- b. Support for student trustee elections;
- c. Nurturing our Families of Faith Newsletters;
- d. Monthly Newsletter and Virtues;
- e. Bi-Monthly Digital Resources for Administrators and Teachers;
- f. Email communications to Everyone on Exchange;
- g. Twitter account and YouTube Channel specifically for NCC; and
- h. Development and promotion of opportunities for students and staff to reflect and share how they live their faith: “we Believe in”...; “Let’s Talk Faith” (CSLIT); Radio Maria Faith Talk; Catholic Education Week.

2. Support for Families in Need

- a. Clarification of the role of our Community Relations Officers during COVID 19 and the school closure period;
- b. Additional information of the expansion of the FOOD FOR KIDS program;
- c. Linking with the Social Work department to develop strategies of different ways to link with specific ethno-cultural groups;
- d. Clarification of supports provided by settlement workers supports that can be provided to school communities;
- e. Use of videoconferencing with Community Advisory Committee members to gather further information of required services and supports required.
- f. List of additional translation services that have been provided to school communities since the initial version of the A Faith Community of Believers document;
- g. Scheduling a meeting with E-PAN network schools to determine additional supports that may be required; and

- h. Linking with the Ministry Equity and Human Rights division to identify key areas of focus related to ensuring equity during distance learning.

3. Human Resources

- a. Clarification for job responsibilities for a variety of TCDSB support staff.

4. Assessment

- a. Noted in the document is the creation of a TCDSB Assessment Guide for Teaching Staff;
- b. Clarification provided in regards to no final grade on the final report being lower than a student's mark as of March 13, 2020;
- c. Evaluations after April 6, 2020 can only be included on the final report card if the mark has improved from March 13, 2020;
- d. Exams for secondary school students have been cancelled for this 2019-2020 school year; and
- e. Teachers can adjust the weighting of any assignments, including culminating activities for secondary students, if this is in the best interest of the student.

5. Protocols for Students with Special Education Needs

- a. Development of a priority list of IPRCs that will be created remotely for student with special needs;
- b. Annual IPRC reviews will be organized and conducted remotely at the school level;
- c. No new assessments will be taking place during this time;
- d. Admission to/Demission from ISP classes will not occur during the closure period. Considerations for those will be made at an appropriate time upon return to school;
- e. Gifted program notifications will continue and IPRCs will be conducted upon a return to normal school operations;

- f. Kindergarten Language program will continue to receive referrals;
- g. Planning for transitions between Gr. 8 and Gr. 9 will be supported by Special Services central staff for students:
 - i. With Autism
 - ii. In ME/DD ISP classes;
- h. Exchange of information meetings will continue remotely for those students with special needs or considered at risk as they move from elementary to secondary;
- i. Individual Education Plans (IEPs) will continue to be updated during the distance learning phase;
- j. To date, parents of students with SEA equipment (devices and other equipment) have had the opportunity to alert the Principal regarding equipment left behind following the 13 March closure. Three controlled access-to-school opportunities have since been established for the arrangement of equipment pick-up by parents;
- k. The next wave of distribution of SEA devices will pertain to approved SEA applications. The details of distribution of said devices will be announced once the scope of availability of those devices from the vendor has been determined;
- l. Support staff have been involved in the Check and Connect and learning phases of the TCDSB Distance Learning Framework. They will continue to provide regular, daily supports to students with whom they have worked prior to the start of the closure period via email and/or teleconferencing. Teachers are encouraged to invite support staff to join their distance learning classrooms;
- m. For students who were previously referred, School-Based Rehab Services (SBRS) will continue with care plans for families who opt to receive service during the school closure;
- n. SBRS staff will contact the referral source (school or Speech/Language Pathologist (SLP)) to let them know the student is coming into service via tele-practice by encrypted email;

- o. For resources to aid in planning for students with special needs, please access the following link:
"<https://sites.google.com/tcdsb.ca/specialeducationresourcesite/home>"
(This site will be updated regularly);
- p. Link to the TCDSB Professional Learning to Support Student Learning site for a variety of documents to read, videos to view, live sessions to join;
- q. Staff are encouraged to visit the TCDSB Special Services Mental Health internal site for staff and student resources:
<https://tcdsbcec.sharepoint.com/sites/MentalHealth>;
- r. Resources for students and parents can be found on the TCDSB public-facing website at: <https://sites.google.com/tcdsb.ca/tcdsbcriculumdept/mental-health-and-wellness>.

Parent and Community Engagement (CSPCs, CPIC, Community Advisory Committees)

The TCDSB values the engagement and involvement of parents during these times of great change. Parents share their distance learning experiences and challenges and provide invaluable insights, which can help, guide the TCDSB's distance learning strategies and approaches. With secure video conferencing technology, the TCDSB is committed to ensuring the parent voice is heard during the teacher-led distance learning phase.

- a. Principals are continuing to reach out to the CSPC chairs to plan and execute executive and official, CSPC meetings. These meetings are being conducted virtually using Zoom, as a video conferencing platform, until school communities are able to conduct in-person meetings.
- b. To ensure that the meetings are focused, collaborative and secure, with equitable access for all, processes and protocols for participation and engagement for all participants were developed, in collaboration with our parent partners.

- c. The Catholic Parent Involvement Committee (CPIC) - Toronto and the Ontario Association for Parents in Catholic Education (OAPCE)-Toronto have continued to host virtually, using video conferencing platforms.
- d. On April 15th, CPIC-Toronto hosted a virtual Internet Safety Information Seminar, which had 150 parent participants.
- e. On April 23rd, the CPIC-Toronto Chair, along with the superintendent, and coordinator, of parent engagement attended a virtual provincial Ministry Parent Engagement Feedback Session.
- f. In order to engage Community Advisory Committees in assessing the unique needs of our diverse ethno-cultural groups during the pandemic crisis, the Community Relations Department has conducted both informal “check and connect” sessions as well as formal video conferencing meetings.

Distance Learning: Support for Parents

- a. Beginning March 23, 2020, the Curriculum, Leadership & Innovation and ICT Department and the Student Success Department have provided parents and guardians with online resources and activities for students via a dedicated website:
<https://www.tcdsb.org/FORSTUDENTS/LearningatHome/Pages/Default.aspx>

Daily activities highlighted literacy, numeracy, religion, science, social studies, STEAM, music and art.

- b. With the support of the Curriculum, Leadership & Innovation and ICT Department, staff have delivered virtual in-services to provide parents with tools and strategies, to support their children with learning at home.
- c. The sessions have focused on such online learning and teaching platforms, as Google classroom and assistive technology. The sessions were made available to all parents. Thus far, 1200 parents have participated in the sessions. In addition to recording the sessions for future reference, further opportunities for parent learning will be offered.

Video Conferencing/Synchronous Learning

As the TCDSB's teacher-led distance learning framework continues to evolve, guidelines for video conferencing are being developed in consultation with teacher unions and other stakeholders. The guidelines will be informed by research, Ministry direction, as well as the recently-released Ontario College of Teachers (OCT) video on video conferencing.

- a. Video Conferencing Guidelines will be customized to address the unique needs of the TCDSB distance-learning environment.
- b. The TCDSB Video Conferencing Guidelines will contain safety and privacy protocols for all staff.
- c. The TCDSB Video Conferencing Guidelines will encourage teachers to use their professional judgement in the use of video conferencing as an instructional tool.
- d. The TCDSB Video Conferencing Guidelines will be shared with all staff during the week of May 3, 2020 for anticipated implementation during the same week.

Device Distribution Update

The TCDSB continues to deliver devices to students at an accelerated pace. Most of the devices ordered in March and the first week of distance learning have been delivered, but additional requests continue to come in.

As of Friday, May 2:

- i. Devices **Requested/Ordered**
 - Chromebooks 5,214
 - iPads 3,699
- ii. **Devices Shipped** (Delivery by Purolator done 1 to 2 days after ship date)
 - Chromebooks 4,006
 - iPads 933

Business Continuity Plan – Return to School Committee

The business continuity plan continues to evolve in order to ensure key operations processes and procedures are maintained throughout the closure of schools. These include:

- a. Update of protocols for employee access to the CEC and other admin locations;
- b. Developing protocol for retrieval of student/staff items from schools in the event that the closure extends past May 31.
- c. Acquisition of PPE, supplies required for safe operation of facilities.

The newly formed ***Return to School Committee*** will create a roadmap for the safe return to the physical environment. Comprised of representatives from a variety of departments including Health and Safety, Business, Research, Transportation, as well as Academic Superintendents, it will:

- d. address ongoing issues related to COVID-19 restrictions on the operation of school buildings;
- e. review a body of research and best return-to-school practice used in a variety of national and international jurisdictions; and
- f. consider the academic program with a focus on:
 - i. students' emotional wellbeing
 - ii. addressing learning loss
 - iii. adoption of blended learning models, and
 - iv. addressing the unique needs of special education students and students in risk.

Human Resources Update

The Human Resources Department continues to maintain key operations such as recruitment, staffing, and promotions, on-going consultations with unions and other employee groups, support for employee mental health and well-being, and monitoring of employee engagement during the distance learning delivery model:

- a. Senior staff maintain authentic and fulsome consultation with our union partners as we enhance our implementation of distance learning. Important joint board and union committees dealing with technology guidelines and health and safety have been/will be virtually re-engaged to inform continuity and re-entry planning.
- b. Senior HR staff are proceeding with all regular recruitment, interviewing, and promotion practices to ensure organizational and programming sustainability.
- c. Senior HR staff have deliberately responded to personal, professional and social/emotional stressors that accompany this uncertain COVID environment. All TCDSB employees and their family members can access our multi-faceted and confidential TCDSB-sponsored Employee Family Assistance Plan. Ergonomic checklists have also been provided to ensure that employees are assessing the effectiveness of their workspaces.
- d. Employees that are not permanently engaged in the current mode of service delivery have been provided with the appropriate documentation that will facilitate their access to government supports. We value their regular contributions to the TCDSB and we look forward to re-engaging their services when schools re-open.
- e. The Employee Relations component of the HR department is providing the organization with legal advice and continuing with arbitrations and investigations to ensure a successful re-entry process.

Communications

Given the rapid pace of developments during the pandemic crisis, the Communications Department continues to provide all stakeholders, including parents, with timely updates and pertinent information using various communications channels. The Communications Department continues to:

- a. provide regular COVID-19 webpage updates;
- b. provide regular updates to FAQs based on parent inquiries;

- c. curate weekly social media content targeting various audiences about new health information and practicing social distancing;
- d. provide weekly updates shared with everyone on exchange through the weekly wrap-up; and
- e. provide weekly Briefing Notes for Trustees on COVID-related updates, TCDSB responses, and summaries of key communications.

METRICS AND ACCOUNTABILITY

1. The COVID-19 pandemic presents a constantly changing landscape requiring that the TCDSB be proactive, adaptable, and responsive.
2. With ongoing feedback from students, parents, teachers, unions and other employee groups, the TCDSB's teacher-led distance learning framework will evolve in order to meet new challenges resulting from the pandemic crisis.
3. With the creation of the Return to School Committee, the TCDSB will create a road map for a safe return school.
4. Using research-based practices, the aim of monitoring is to support, validate, mentor and nurture staff through the distance learning phase.
5. The senior team and school administrators will lead and learn in the virtual environment by:
 - a. checking and connecting with staff to provide professional supports validation, and affirmation of efforts;
 - b. continuing to listen and address issues and challenges articulated by staff;
 - c. supporting professional learning for improved efficacy;
 - d. providing support for mental health and well-being;
 - e. leading with an equity frame of reference; and
 - f. leading with calm, compassion, and empathy.

A. CONCLUDING STATEMENT

This report is for the consideration of the Board.



A FAITH COMMUNITY OF BELIEVERS:

TCDSB'S DISTANCE LEARNING IMPLEMENTATION PLAN (VERSION 2.0)

We are pleased to provide our community with information related to Phase 2 (April 6 - May 31) of teacher-led distant student learning.

Enclosed is our working framework to restore the continuity of learning for all students. While we understand that distance learning will not replace learning in the classroom, we are hoping that students and staff will feel supported by our community to the extent possible given the environment we find ourselves in.

We want to thank you in advance for your patience and understanding during these unprecedented times.

An early version (April 3) was released at the end of Phase 1. We are pleased to provide our community with this updated version that contains information related to Phase 2 (April 6 - May 31) of teacher-led distant student learning.

Please note that further revisions will be made to this document in the weeks ahead

NURTURING OUR CATHOLIC COMMUNITY - "WE BELIEVE"

The TCDSB, through the Nurturing our Catholic Community Team, will continue to provide information, resources, opportunities and support in the areas of pastoral care, faith formation, animation and Catholic Student Leadership.

System Chaplaincy

- Resource for staff and students concerning spirituality issues, Catholic values and traditions
- Provision of liturgical and spiritual resources, such as liturgies, prayers, reflections, and personal faith growth

- Coordination and development of system liturgies, prayer services and reflections
- Availability of System Chaplains and other central resource staff for pastoral care support, as needed.
- Coordination of regular "check and connect" meetings with secondary school chaplains

Support for Religious Education and Family Life Education

- Provision of curriculum resources and links for Distance Learning for elementary and secondary panels
- Provision of sample lessons and learning activities that reflect the Ontario Catholic School Graduate Expectations, a Catholic worldview, including Gospel values, Catholic

virtues, Catholic teachings and traditions.

- Coordination of regular "check and connect" meetings with Religious Education Department Heads

Support for Catholic Student Leadership Opportunities

- Student leaders to continue engaging in school and system governance including elections for student trustees
- Engagement in Catholic social justice issues and opportunities for faith formation and animation
- Learning about and living out Ontario Catholic School Graduate Expectations
- Acquisition and development of leadership skills through various student led initiatives and programs.

Communication and Living our Catholic Values

- Nurturing our Families of Faith Newsletters
- Monthly Newsletter and Virtues
- Bi-Monthly Digital Resources for Administrators and Teachers
- Email communications to Everyone on Exchange
- Twitter account and YouTube Channel specifically for NCC
- Development and promotion of opportunities for students and staff to reflect and share how they live their faith: “we Believe in”...; “Let’s Talk Faith” (CSLIT); Radio Maria Faith Talk; Catholic Education Week

Specific Headings for the “A Faith Community of Believers” Document

1. Teacher-Led Distance Learning
2. Support for Families in Need
3. Assessment
4. The Role of School-Based Educational Support Staff
5. Supporting Students with Special Education Needs
6. Addressing the Mental Health and Well-Being of Students and Staff
7. Protocols for Distance Learning for Students and Staff
8. Providing Access to Technology for Staff
9. Supports for Our English As Second Language Students
10. Professional Learning for Implementing Distance Learning for Staff

1. TEACHER-LED DISTANCE LEARNING

Ministry Guidance Memorandum Requirements

- Teachers, Support Workers, and Board Staff must remain in regular contact with parents during Distance Learning
- Hours of work for students are outlined as provided in the table below.

Elementary Teachers

- Teachers will use formative assessments to gather evidence of student progress and provide feedback to students/parents on their progress
- Final report cards will be required for all students for the identified areas of focus for each division
- Teachers will use the marks obtained by students from September to March as the basis for the final grade but can apply their professional judgement in assessing student work from April 6 to the end of June in arriving at a final mark for reporting purposes.

Secondary Teachers

- Teachers will provide students with assigned learning tasks, projects, and culminating assessments for purposes of formative assessment and summative evaluations; teachers will communicate results to students.

Final report card marks will be required for all courses

- There will be further information related to assessment coming out from the Ministry through an additional guidance memo
- For graduating students only, mid-term marks will be submitted by April 23 on work completed for post-secondary admissions. Teachers could consider one additional assignment as well as allowing the submission of any outstanding assignments by the students before the April 23, 2020 deadline. There is no “comment” requirement at this time and the teacher need only submit the mark for each student.

Expectations for Teachers

- Classroom teachers will provide students with work to complete and submit
- Although students are allocated a guideline with a set number of hours to work on any one subject/course, teachers will be working beyond these hours on required supports for students (e.g., daily planning of lessons, engaging students through online prompts, responding to questions, etc.)
- Engage in ongoing “Check and Connect” with students and families
- Teachers should set up daily synchronous (real time communication) office hours and

communicate this time to parents and students; asynchronous communication is also expected at other times

- Collaborate with other school staff to support students (e.g., Special Education Teachers, EAs, CYWs, ELL, Guidance, Student Success Teacher, Itinerant/Specialty Teachers, and IL Instructors etc.).

Designated Early Childhood Educators

- DECE's will collaborate and contribute in partnership with the teacher to determine the remaining essential overall curriculum expectations
- DECE's will engage in ongoing communication and co-planning of learning activities reflecting The Kindergarten Program, 2016 and the Ontario Catholic School Graduate Expectations
- Educator teams will collaborate with other school staff to support students (i.e. EA's, CYW, etc)
- DECE's will engage in ongoing "Check and Connect" with students and families
- Educator teams will maintain synchronous (real time) office hours and communicate with parents.

Sample Weekly + Daily Schedules

| Kindergarten to Grade 3 |
|--|
| Literacy& Math (5 hours) + Religion & Family Life (1 hour) / Per week minimum |
| Sample Daily Schedule <ul style="list-style-type: none"> ✓ Prayer time ✓ Literacy (30 minutes daily) ✓ Math (30 minutes daily) ✓ Religion/Family Life (12 Minutes) ✓ Other Activities from Itinerant/ 11. Specialty Teachers and IL Instructors ✓ Check and Connect ✓ Online Questions, Daily Synchronous Office Hours |
| Grades 4 to 6 |
| Literacy& Math (Science & Social Studies) (5 hours) + Religion & Family Life (1 hour) / Per week minimum |
| Sample Daily Schedule <ul style="list-style-type: none"> ✓ Prayer time ✓ Literacy/Social Science (30 minutes daily) ✓ Math/Science (30 minutes daily) ✓ Religion/Family Life (12 Minutes) ✓ Other Activities from Itinerant/ ✓ Specialty Teachers and IL Instructors ✓ Check and Connect ✓ Online Questions, Daily Synchronous Office Hours |

| Grades 7 and 8 |
|--|
| Core Math, Literacy, Science & Social Studies (10 hours) + Religion & Family Life (1 hour) / Per week minimum |
| Sample Daily Schedule <ul style="list-style-type: none"> ✓ Prayer time ✓ Literacy/Social Studies (60 minutes daily) ✓ Math/Science (60 minutes daily) ✓ Religion/Family Life (12 Minutes) ✓ Other Activities from Itinerant/ ✓ Specialty Teachers and IL Instructors ✓ Check and Connect ✓ Online Questions, Daily Synchronous Office Hours |

| Grades 9 to 12 |
|---|
| <ul style="list-style-type: none"> ✓ 3 hours per course per week for semestered; ✓ 1.5 hours of work per course per week for non-semestered ✓ Achieving credits/completion/ graduation |
| Sample Daily Schedule <ul style="list-style-type: none"> ✓ Remember to include prayer and reflection in your daily routine. ✓ Flexible as determined by the professional judgement of the teacher ✓ Check and Connect ✓ Online Questions, Daily Synchronous Office Hours |

Material to be provided in French for Extended and Immersion programs

Introducing Students to Distance Learning

- Teachers will use professional judgment to select tools to engage students in distance learning.
- Available Tools include:
 - Brightspace by D2L
 - Google Classroom
 - Current platforms being used by the classroom teacher(s)
 - Other methods of contact (phone, email, paper copies).

Course Expectations and Content

- Teachers and DECEs are encouraged to determine the remaining essential overall curriculum expectations that must be addressed, and plan learning activities accordingly
- Consideration should be given to providing integrated cross-curricular learning opportunities (K - 8)
- Religious Education and Family Life Education are important areas of curriculum in our Catholic schools and must continue to be addressed alongside other core areas of curriculum
- All aspects of curriculum are viewed through the lens of faith, ensuring that a distinctively Catholic worldview and a faith perspective continue to permeate the learning materials and reflect the Ontario Catholic School Graduate Expectations.

Elementary Specialty/Itinerant Teachers (as per the Provincial Guidance Memorandum)

International Language Instructors:

- provide one activity per week for students in their assigned classes
- collaborate with classroom teachers to support Check and Connect
- in collaboration with central resource team, update and enhance IL resources.

English Language Learner Teachers:

- If assigned to a dedicated ELL class, continue to work with ELL students as assigned
- If supporting ELL students with a withdrawal model, continue to support other teachers in supporting the ELL students
- Collaborate with classroom teachers to support with Check and Connect with students and families.

Core French/Physical Education/Music Teachers:

- provide one activity per week for students in their assigned classes
- collaborate with classroom teachers to support Check and Connect
- in collaboration with the central resource team, update and enhance central resources.

Anticipated Follow-up Communications

- Civics & Careers Course – A final mark would be the mark achieved by the student as of March 13, 2020. Teachers should use the approaches outlined in Growing Success with a particular focus on most recent and most consistent performance at or near the end of the course.

Non-Classroom Based Teachers & Central Academic Resource Teachers

- Continue to collaborate with other central resource staff to prepare learning materials to support teachers in schools
- Support administrators and classroom teachers in successfully delivering distance learning
- Provide resources and student learning activities for parents, posted on the TCDSB website
- Facilitate online meetings addressing various curriculum areas and pathway programs
- Develop and support professional learning sessions using an online platform.

Chaplains/Chaplaincy Leads

- In collaboration with administration, school staff, and central resource team, continue to work with the school community in the areas of pastoral care, faith formation, and faith animation

- Provide general spiritual and personal support and comfort for students and staff
- Serve as a reference point for staff and students concerning spirituality issues, Catholic values and traditions
- Check and Connect to support students
- Coordinate online staff and student liturgies
- Share liturgical and spiritual resources such as prayers and reflections.

Cooperative Education

- Teachers will not be monitoring students at their work placement (Community Component) as the in-person Community Component has been suspended
- Where feasible, Coop students should be provided with opportunities to connect virtually with industry partners on career exploration activities, and experiential learning opportunities
- Teachers will work with students to modify their Co-op Learning Plans to reflect revised goals
- Teachers continue to provide students with assignments to meet the Classroom Component of the course
- Teachers will provide students with opportunities to take part in online Career Exploration and Experiential Learning Opportunities from home
- Teachers will continue to support OYAP student learning, especially in cases where training components go online.

OYAP and Dual Credit

- In the case where it has been identified that an Accelerated OYAP, OYAP Dual Credit or regular Dual Credit program was cancelled, alternative learning opportunities have been provided to students.

SHSM

- Teachers will continue to identify potential SHSM graduating students who are missing program requirements (i.e., certifications/training, reach aheads, experiential learning, and SPCE)
- Override requests for program requirements may be possible (further information will be provided by the Ministry)
- Some online certifications available (i.e. customer service, infection control, health and safety - basic, etc.).

Student Success Teacher

- Priority to Grade 12 potential graduates for Check and Connect, credit counselling summary review, and academic support
- Check and Connect with at risk students and their subject teachers, guidance teachers, special education teachers, and the credit recovery teacher (if different) to determine credit recovery potential/status
- Support credit recovery teachers and students.

Credit Recovery Teacher

- Priority to Grade 12 potential graduates for Check and Connect, and credit counselling summary review
- Continue to Check and Connect with students and their subject teachers, guidance teachers, special education teachers, Student Success Teachers to support student learning
- Continue to provide work and assignments for students to meet essential overall course expectations.

Secondary Guidance Counsellors

- Priority given to Grade 12 potential graduates for Check and Connect, credit counselling summary review
- Support at risk students through Check and Connect
- Collaborate with and subject teachers, student success teachers, special education teachers (for identified students), to determine credit recovery potential/status for at-risk students
- Further information regarding course drop dates and course drop protocol (parental permission) will be forthcoming (pending MOE dates and direction)
- Community Service hours and OSSLT graduation requirements for 2019-2020 cohort have been waived- further logistical information will follow
- Continue working on course and student scheduling for the next school year.

Elementary Guidance Counselors

- Continue to take direction from Elementary Principals regarding Check and Connect for previously referred students
- Continue to make referrals to appropriate board staff for any specific concerns
- In collaboration with the Central Guidance Resource team, provide schools with Mental Health Resources/Lessons that teachers would be able to incorporate into Distance Learning.

Teacher Librarians

- Provide resources and support (e.g., with research skills) for teachers/students
- Provide synchronous meeting times to support students with research work, essay writing, as previously provided
- Continue to schedule support for classes as required in collaboration with classroom teachers.

Library Technicians

- On school web page provide daily reading activities for K - 6 from a digital resource (e.g., Scholastic is a provincially owned resource) can be either a read aloud or a shared reading
- On school web page provide view/discuss topics for grade 7/8 students from Learn 360 (to be done with parents).

- Support teachers with searching for online materials
- Conduct 'read alouds' and/or offer specific reading supports for individual or small groups of students as determined by a teacher (in consultation with the Principal)
- Engage in professional development as opportunities become available/ provided.

Numeracy/Literacy Coaches 7 & 8

- Continue to support classroom teacher as per schedule created prior to school closures
- Continue to co-plan lessons in numeracy and literacy as per schedule created prior to school closures
- Continue to support students.

Math Facilitators

- Continue to co-plan and co-post math lessons in assigned schools with classroom teachers.

2. SUPPORT FOR FAMILIES IN NEED

Provide Food and Nutrition Supports for Families in Need

- Coordinate with and support AFL in the roll out of the multi-phase Home Student Nutrition Program - FOOD FOR KIDS - Covid19 Emergency – food and nutrition program. To date this initiative has been implemented in

- 5 phases making some 20,000 students in our neediest communities eligible for food and nutrition support.
- Principals whose schools received equity fund block budget enhancements continue to use these funds to complement the AFL FOOD FOR KIDS initiative to support families in need.

Use \$16,000 field superintendent equity reserve to purchase grocer gift cards.

Community Relations Officer (CRO) and Support for Marginalized Families

- Community Relations Officers (CROs) will connect with community partners (e.g., Trust 15, On-Your-Mark Tutoring and The Centre for Spanish Speaking People) to sustain service during the Covid-19 closure
- The CRO Department will continue to garner information from community partners on the well-being of marginalized families during the Covid-19 closure and relay information to central Family Support Team
- Meetings with the Social Work Department will be scheduled to share information and develop strategies to support the unique needs identified by specific ethno-cultural groups.

Outreach and Support for Newcomer Families

- CRO staff to connect with settlement workers to outline a plan for the provision and continuation of services during the Covid-19 closure
- CRO staff and settlement workers will continue to undertake the following actions in working with newcomer families:
 - consult with school principals, special services staff and/or ESL teachers, and settlement workers to continue to connect with newcomer families by phone, and electronic platforms;
 - provide assistance to families with language barriers in transitioning to online education and navigating online resources such as the TCDSB's website;
 - provide updates to families regarding device requests and availability for TCDSB students;
 - connect with newcomer families and International Students who feel isolated during these unprecedented times to provide available supports; and
 - update the list of settlement workers' assignments per school, for easy access by principals and staff.

“Check and Connect” with all Advisory Committees

- Using the Zoom meeting platform to connect with advisory committee to hear concerns and provide updates on Board-wide initiatives such as Distance Learning and strategies to support families in need
- Video conferencing meetings with all Community Advisory Committees will be scheduled to gather information about the unique needs of each ethno-cultural group during the closure of schools.

Translation Services

- Staff to identify the five languages most commonly requiring translation and allocate translators to be readily available to assist in communications with stakeholders
- Continue to provide translations services through all appropriate on-line means.
- To date:
 - translators have been enlisted for the top 5 languages spoken by families in the TCDSB community to translate system or school-wide messages, as requested;
 - translations in any other languages will also be processed, as requested; and
 - the process for acquiring interpreter and translation services has been streamlined for efficiency and the reduction of local level workload.

Support for Mental Health and Wellbeing of Marginalized Families

- Identify Mental Health and Well-being needs of marginalized families and communicate these to the Special Services Department
- Coordinate with Special Services Department to prioritize allocation of resources (e.g., social workers) for our neediest families
- Social Work providers to access Angel Foundation for Learning (AFL) for food vouchers or other financial supports to address self-care needs.

Collaborate with Regional Ministry Human Rights Staff and with Local Indigenous and Equity Seeking Communities

- Coordinate with Equity Indigenous Education Resource Department to prioritize allocation of resources (e.g., poverty mitigation, accommodations, accessibility)
- A meeting will be scheduled with co-ordinators of Equity-Poverty Action Network (E-PAN) schools to determine what additional supports and resources can be provided to address the needs of E-PAN school communities
- The Equity and Human Rights Advisory will continue to participate in Ministry-hosted meetings to identify key areas of focus for ensuring equity during the distance learning phase.

Build networks of support for equity and human rights within the TCDSB

- Implement a slightly revised version of the 3-Year Equity Action Plan to take into consideration Covid-19.

3. ASSESSMENT

Assessment in Elementary Schools

- The assessment principles for teachers of elementary students will be aligned with the Ministry of Education Growing Success document. The Ministry will be updating any assessment policies to reflect the current mode of distant learning for students
- Growing Success can be found at: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- For elementary students, teachers will use formative assessment approaches to gather evidence of how students are progressing in their learning. It is expected that teachers will provide descriptive feedback to their students on their progress.

Assessment in Secondary Schools

- The assessment principles for teachers of secondary students will be aligned with the Ministry of Education Growing Success document. The Ministry will be updating any assessment policies to reflect the

current mode of distant learning for students. Growing Success can be found at:

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

- Secondary students will be assigned learning tasks, projects and culminating activities that will be marked by their teachers for the purpose of formative and summative evaluation. Teachers will communicate results of these marked assignments to students. Results will be used by teachers to inform students' final course marks
- Teachers of graduating students will be expected to provide marks for graduating students by April 23rd on work completed by that time, in order to meet admission requirements for post-secondary education. Final report cards will also be issued
- The graduation requirement to complete the 40 hours of community involvement is suspended for this school year. Community involvement hours that have been completed should be reported on the report card of graduating students
- For students who are enrolled in Cooperative Education courses which involve a classroom component and a community component, their in-person community placements will need to be suspended. These students can work with their co-op teachers modify their co-op Learning Plans so that they may work through the curriculum

expectations. Where feasible, these learners should be provided with opportunities to connect virtually with industry partners on career exploration activities, and experiential learning opportunities.

Reporting for both Elementary and Secondary Students

Midterm Marks

- Midterm report cards will be issued to secondary graduating students only.

Final Marks

- School boards will issue final report cards, including the Kindergarten Communication of Learning, for all students
- No Final Mark can be lower than the mark a student had on March 13, 2020. Assessments after April 6, can only be included if they improve the student's final mark
- Secondary exams are canceled
- Teachers can adjust the weighting of assignments, including secondary culminating assignments, if this is in the best interest of the student.

Further details to follow on Assessment, Evaluation, and Reporting.

4. THE ROLE OF SCHOOL-BASED EDUCATIONAL SUPPORT STAFF

Phase One:

**March 23, 2020 – April 3,
2020 “Check and Connect”**

Educational Assistants (EAs), Child & Youth Workers (CYWs) Health Care Assistants, Instructional Assistants (Mary Ward), Secondary Student Supervisors, Job Coaches and Lifeguard

- Liaised with Principal to determine which students’ parents (and student after touchpoint with parent) on their current caseloads that they needed to connect with in the capacity of a caring adult
- March 30 – April 3 – enhanced their Check & Connect function and personally connected with the appropriate students’ parents/students to gauge wellness, engagement, and access to learning resources
- Kept track of family connections and reported same to Principal
- Immediately relayed concerns to school Principal.

Secretaries and Clerks

- Worked closely with the Principal to support communication with staff and parents/students (i.e. daily review of school central voice mailbox)

- Electronically processed (via email) daily mail, administrative tasks flowing from this correspondence and other administrative-related tasks identified by the Principal
- Accessed Web Apps via the Intranet to support communication/admission processes.

Phase Two: April 3 Onwards “Distance Learning”

EAs, CYWs, Health Care Assistants, Instructional Assistants (Mary Ward), Secondary Student Supervisors, Job Coaches, Lifeguard

Student support can be facilitated by some or all of the following tasks under the direction of the Principal, where applicable to the job role:

- Play an active and complementary role in supporting distance learning – liaise and seek direction from the Principal and appropriate teacher(s) to identify specific students who require direct support (focus on ensuring that the students with the highest needs are assigned priority)
- Support the preparation of individualized learning materials for students such as individual activity schedules, visual aids/picture cues, task analyses, visual schedules, social stories, etc.

- Work with students through a variety of methods including virtual, email, telephone to support program delivery as determined by the teacher(s)
- Liaise with appropriate teacher(s) for details on the direct mode of communication that is being used to connect with students.
- Assist and support TCDSB distance learning strategies through a variety of methods to be determined by the principal and/or teacher(s) such as preparation of tips sheets, step-by-step instructions, etc.
- Notify the Principal when a difficult social/emotional concern is encountered in a conversation. The Principal will engage the appropriate member of the SBSLT (team).
- Maintain daily communication with the teacher(s) to share successes and challenges experienced by students. This feedback may inform adjustments to the program and next steps for the student’s learning plan
- Conduct ‘read alouds’ and/or offer specific reading supports for individual or small groups of students as determined by a teacher
- Communicate the established daily hours of work with families (phone or electronic means) so that parents understand when they can reach out for support or assistance.

- Child & Youth Workers' (CYWs) should continue daily personal contact with specific students (via their parents) as this will continue to play a role in identifying emerging social/emotional needs
- Facilitate individual or small group support in alternative program areas as determined by the teacher (e.g. social skills, self-regulation, communication, life skills, etc.)
- Coach students in the skills necessary for success in the distance learning process specific to academic work assigned by the teacher (e.g. task initiation, time management, planning, prioritizing, etc.)

Where a CYW identifies wellness/mental health concerns, she/he will immediately triage, document and relay these concerns to their Principal and Guidance Counsellor (secondary especially) who in turn will engage the services of Social Work and other specialized staff as required.

Communication Facilitator, Deaf-Blind Intervenor

- Liaise with Principal and teacher(s) on how best they can support their students with TCDSB Distance Learning.

Secretaries and Clerks:

- Facilitate communication with appropriate teachers or staff where parents require support
- Utilize remote access capabilities to complete the following tasks (as assigned by the Principal and in consultation with the Head Secretary in Secondary Schools):
 - Access KEV on-line banking to complete school banking transactions
 - Assist with staff attendance coding where necessary
 - Assist with student registrations, withdrawals (including Kindergarten where applicable), and any transportation arrangements
 - Maintain connections with service providers where required re: status of orders, deliveries, etc.
 - Provide support with OnSIS reporting, and school communications (School Messenger, school newsletters, mailing lists, school website, Twitter) to families
 - General administrative assistance with data entry and graduation planning tasks
 - Communicate any messages or areas of concern from or about families or community partners with administration
 - Review end of the year processes and duties; adapt for current circumstances under the direction of the Principal.

5. SUPPORTING STUDENTS WITH SPECIAL EDUCATION NEEDS

- Take an opportunity to review relevant processes and procedures (e.g. medical and health; concussion; student handbook; special circumstances memo, etc.)
- Engage in board, school and self-selected professional learning opportunities

Secondary Student Supervisors, Job Coaches, and Lifeguard

As assigned by the principal and in consultation with classroom teachers, these employees may be expected to:

- Connect with specific students (identified by the Principal) in the capacity of a caring adult
- When requested, support the parents of specific students (identified by the Principal) with TCDSB Distance Learning Implementation Plan strategies
- Direct parents of specific students they are linked with to discuss programming, questions relating to access to community resources, concerns and issues with the teacher
- Communicate the established daily hours of work with families (phone or electronic means) so that parents understand when they can reach out for support or assistance.

Special Education Teachers (SETs)

- Check and connect with students on caseload
- Connect with classroom teachers to identify areas for student supports
- Create or update IEPs in accordance with the updated Growing Success expectations and available online or other student records
- Work with students in their various classes/courses/course virtual learning environments (VLEs)
- Prepare for critically required School-Based Support Learning Team (SBSLT) meetings, and/or IPRCs based on the priorities articulated under the APT/PAT supports category

Assessment and Programming Teacher/Programming and Assessment Teacher

- Check and connect with administration in their school communities to offer assistance
- Check and connect with teachers to assist with programming for students with special needs
- Review IEP List for each of their schools. Provide assistance with IEPs that are outstanding/incomplete
- Assist with planning for students transitioning from Grade 8 to grade 9 (collaboration with PATs and Autism Team)
- Consult with area PATs to confirm students transitioning into secondary

ME/DD ISP classes effective September 2020

- APTs/PATs complete intakes for students who are new to our schools: Intakes can begin process via telephone
- APT/PAT can reach out to Intake parents to set-up a time to discuss child's learning profile and then consult with appropriate SBSLT member as appropriate ex: Autism Support Teacher, Psychologist, Speech and Language Pathologist, etc.
- Once a case is discussed, initiate appropriate referral for SBSLT
- SBSLT reviews documentation and intake report for identification and placement
- Create lists of all remaining/outstanding Intensive Support Program (ISP) Reviews in assigned schools
- Create list of students in assigned schools who require an IPRC
- Review class lists for ME/DD and MID Intensive Support Programs (ISP) in their schools to ensure accuracy
- Assist with Empower program applications
- Assist with completing SEA claims
- Assist with OLSAT-8 testing completion
- IEP/SS Forms Committee will plan for Sept 2020 IEP/SS Forms Workshops
- APTs/PATs to work collaboratively on Special Services Webpage/Webcasts to assist in building system capacity.

Assistive Technology (AT) Team

- Build capacity among staff and students in the use of assistive technology to access curriculum with equipment funded through the Special Equipment Amount (SEA)
- Provide learning opportunities for staff in the use of Google Suite and Google Classroom
- Provide support with the use of Read and Write and Equatio programs.

Autism Support Teachers (AST)

- Elementary ASTs check and connect with teachers in Autism ISP classes to support student programming
- Elementary/Secondary ASTs follow up with teachers with any outstanding student referrals
- Be available as a resource to follow up with requests from principals/teachers for students with Autism
- Assist in transition planning for students with Autism moving from Grade 8 to Grade 9
- Coordinate intakes with APT/PAT involving students with Autism
- Coordinate with APTs/PATs regarding students with Autism especially in ME/DD ISP classes
- Adapt curriculum lessons through Boardmaker
- Create learning resources as needed for students
- Continue to develop professional learning opportunities for the system to continue to build capacity.

Blind/Low Vision Itinerant Teachers/Orientation and Mobility Specialists

- Establish check and connect with parents/students
- Connect with teachers and principals regarding programming supports for students
- Organize student supports in priority order: Tier 3 (direct instruction/weekly), Tier 2, and Tier one students
- Share with school staff targeted online resources to meet individual student and parent needs
- Share with families individualized links to online resources and other information to address unique student needs.

Care and Treatment

- Continue with treatment and academic plans for residential, day school, and hospital programs
- Adjust treatment plans to suit the requirements of Toronto Public Health (TPH) and the board Distance Learning plan.

Deaf/Hard of Hearing

- Check and connect with students on caseload
- Connect with classroom Teachers to ensure access to curriculum (e.g. Closed Captioning on all learning resources/platforms)
- Compile Tier 1 to 3 resources

- Address student needs by providing service support to identified students
- Develop digital resources for preschool D/HH population.

Home Instruction

- Engage students in accordance with the established protocols for use of online or other distance learning platforms/Virtual Learning Environments
- The number of hours of instruction per week will not exceed the established Home Instruction guidelines.

Kindergarten Language Program (KLP)

- Prepare materials to be sent home
- Create virtual learning environment (VLE) resources (videos) and website materials
- Determine which families are connected to outside agency supports but not yet with TCDSB (KLP) services
- Engage in KLP curriculum renewal
- Establish a home inventory
- Create list for parents re: home items that could be used to support virtual learning.

Program to Assist Social Thinking (PAST)

- Establish a check and connect with students and families
- Revise service plan for students in Years 1, 2, and 3 of program

- Set parameters for use of technologies during Phase Two: Continuity of Learning
- Staff in four regions to connect and collaborate to establish common purpose/approaches
- Compile Tiers 1 to 3 resources
- Establish a home inventory questionnaire re: home items that could be used to support distance learning.

Social Workers, Psychologists, Mental Health Professionals

- Exemplify Mental health resources for parents and children on TCDSB website
- Using the SMHO Tip Sheet for Educators, establish protocols for staff conversations with students and families
- Share with staff the TCDSB Tip Sheet for Educators to support students' mental health
- Share the SMHO Tip Sheet for mental health clinicians to do "mental health" checks with students
- Social Work (SW) providers access Angel Foundation for Learning (AFL) for food vouchers or other financial supports to address self-care needs.

Speech-Language Pathologists:

- Providers to assist with developing S/L visuals and other materials to support communication and literacy activities

- Highlight newsletter with communication strategy
- Prepare materials for non-verbal students
- Prepare materials for students without technology support
- Develop Augmentative/Alternative Communication materials for students
- Convert communication tip sheets and resources to digital tools
- Expand social media platform
- Provide website links with parent-friendly speech and language resources.

Student Support Response Team (SSRT)

- Through the Social Work team, provide supports to students with identified self-regulation needs in accordance with the established referral process
- In conjunction with the school Social Work provider, share resources with families pertaining to behavior/self-regulation strategies.

Protocols for Supporting Students with Special Education Needs

Identification, Placement, and Review Committees (IPRCs):

Ministry Guidance to Boards

- Continue to conduct annual reviews by IPRCs as set out under Ontario Regulation 181/98

- Consider options for conducting IPRC meetings remotely
- Consider options for a written notice by parent dispensing with the annual review (sign a waiver)
- In the event of an appeal of an IPRC decision, consider options for holding appeal board hearings remotely.

TCDSB Protocol

Below is the priority list of IPRCs that will be conducted **centrally** to address the scenarios listed below. The **Chair** will be a **Special Services Chief**.

- ✓ Gr. 8 students who require Intensive Support Programs (ISP) ME/DD class in Gr. 9 (*if all documents are already at unit office and IPRC was pending*)
- ✓ Gr. 8 students in an Autism, Behaviour, D/HH, MID, LI, or LD Intensive Support Programs (ISP) going into Gr.9
- ✓ Students returning from Care and Treatment programs
- ✓ Students entering Congregated Gifted Programs
- ✓ Students entering D/HH programs or in a pre-school D/HH program entering Kindergarten.

Notes:

- 1. No new assessments will be taking place during this time.**
- 2. Admissions/Demissions from ISP classes will not be done during the closure period. Considerations for**

those will be made at an appropriate time upon return to school.

Waivers

An IPRC Annual Review Waiver can be considered with parental permission for students who were reviewed during the last school year.

IPRC Annual Reviews

Will be organized and conducted at the school level

IPRC Annual Reviews are compulsory for students:

- ✓ who have been waived in the two previous years
- ✓ for whom there are academic and/or social-emotional concerns
- ✓ requesting admission to a Provincial school
- ✓ whose parents have requested an IPRC.

Please note: Considerations for admissions/demissions from ISP placements and Empower Programs shall be made only upon return to regular school operations.

Gifted Withdrawal Program (1day/week)

- ✓ Notifications will be communicated by the school Principal via email to parents/students
- ✓ IPRCs will take place upon return to normal school operations.

Kindergarten Language Program (KLP):

Current Students

KLP demissions and final assessment of those who would be considered for an LI-ISP placement will take place upon return to regular school operations.

2020-2021 Cohort

- ✓ The KLP will currently continue to accept referrals from Kindergarten teachers for students for the 2020-2021 program.
- ✓ Admissions to the program will take place upon return to regular school operations.

SBSLT/Case Conference/SBST Meetings:

TCD SB Protocol:

- ✓ Will be limited to only critical cases and organized by the school Principal

Note: No assessments will be conducted during the closure.

Transition Planning:

TCD SB Protocol:

- For September (or return to regular operations) supports maybe provided by TCD SB Special Services staff in the following manner:

- ✓ LI ISP classes: Speech and Language Pathologists
- ✓ D/HH ISP classes: D/HH Itinerant Teachers
- ✓ LD ISP classes: Psychologists and Empower Team Teachers
- ✓ Gifted Congregated classes: Psychologists and Gifted Teachers
- ✓ Autism Intensive Support Programs: Autism Teachers and Support Staff
- ✓ ME/DD Intensive Support Programs: APTs/PATs, Autism Teachers and Support Staff
- ✓ Behaviour Intensive Support Programs: Social Workers SSRT Teachers
- Planning for transitions between Gr. 8 and Gr. 9 will be supported by Special Services central staff for students:
 - Wit]h Autism
 - In ME/DD ISP classes

Exchange of Information Meetings:

Students in Gr. 8 going to Gr. 9 ME/DD ISPs:

- ✓ Secondary Principal to co-ordinate the Exchange of Information meeting with elementary Principal
- ✓ invite appropriate school-based staff including but not limited to: Admin, PAT, Autism Support Teacher (if required)

Following initial IPRC if student going to new school:

- ✓ An Exchange of Information meeting is recommended for via telephone or virtually, after an IPRC occurs, if the student will be attending a new school in September.

High-risk students (not limited to those with Special Education needs):

- ✓ Elementary Principal to co-ordinate with Secondary Principal the date/time for Exchange of Information.

Individual Education Plans (IEPs):

Ministry Guidance:

- To support access to learning for students with special education needs, IEPs should continue to remain in effect as continuity of learning strategies are implemented
- Where required accommodations, modifications, or alternative programming goals are not feasible, boards should work collaboratively with students and families to determine workable solutions on a case-by-case basis.

TCD SB Protocol:

The Term/Semester 2 IEP should already be completed, although it may require updating for the Distance Learning Environment.

Report Cards:

TCDSB Protocol:

Please refer to the TCDSB protocol for Assessment, Evaluation, and Reporting.

Assistive Technology and Other Special Education Equipment:

Ministry Guidance:

- The ministry allocates Special Equipment Amount (SEA) Per Pupil Amount (PPA) funding to school boards to be used for the purchase of assistive technology such as computers, software and computing-related devices, among other items, for use by students with special education needs
- School boards are encouraged to provide continued access to assistive technology and other special education equipment to support students with special education needs learning at home
- In situations where this access is not feasible, schools and teachers are encouraged to work with students and families to determine workable solutions on a case-by-case basis.

TCDSB Protocol:

- To date, parents of students with SEA equipment (devices and other equipment) have had the opportunity to alert the Principal regarding equipment left behind following the 13

March closure. Three controlled access-to-school opportunities have since been established for the arrangement of equipment pick-up by parents

- The next wave of distribution of SEA devices will pertain to approved SEA applications. The details of distribution of said devices will be announced once the scope of availability of those devices from the vendor has been determined.

Special Education Advisory Committees (SEAC):

Ministry Guidance:

- Ontario Regulation 463/97 was recently amended to provide school boards with greater flexibility in how a board and its committees meet when schools are closed pursuant to an order made by the Minister of Education under s. 5(1) of the *Education Act*
- Boards will review these amendments when considering approaches to meetings
- Boards are encouraged to leverage the expertise of their SEACs as they plan for continuity of learning for students with special education needs.

TCDSB Protocol:

The TCDSB will conduct:

- ✓ Two (2) Board meetings per month
- ✓ One (1) SEAC meeting per month

- ✓ All meetings will be run on the Zoom platform
- ✓ The Chair, one Senior Staff member of SEAC, and the Recording Secretary shall be present with Technical Support staff at the Catholic Teachers' Centre (CEC) to run the meeting.

Leverage the Capacity of Professional Staff Remotely:

Ministry Guidance:

The ministry expects school boards to leverage the capacity of professional and para-professional staff and Educational Assistants remotely where possible recognizing the context of prevailing contractual, regulatory or legislative requirements. Where possible these staff should be available to provide consultation and other supports to teachers and/or families.

TCDSB Protocol:

Support staff have been involved in the Check and Connect and learning phases of the of the TCDSB Distance Learning Framework. They will continue to provide regular, daily supports to students with whom they have worked prior to the start of the closure period via email and/or teleconferencing. Teachers are encouraged to invite support staff to join their distance learning classrooms.

Care, Treatment, Custody & Correctional (CTCC) Programs:

Ministry Guidance:

- Access to education for students attending CTCC programs should follow the same protocols put in place for students attending publicly funded schools
- Boards are encouraged to support student access to individual supports needed for them to succeed
- In situations where certain individual accommodations may not be feasible, the ministry encourages boards and their teachers to work with students and families to determine solutions on a case-by-case basis.

TCDSB Protocol:

The Principal of Care and Treatment Programs (CTCC) will continue to engage with and provide administrative support to Teachers and Support Staff in any of the existing school-based, in-patient, or out-patient programs.

Specialized Health Support Services and Special Needs Programming:

Ministry Guidance:

- MCCSS funds a range of services and supports for children and youth with special education needs, including children and youth with autism. These services and supports are often delivered by local agencies and

organizations, such as Children's Treatment Centres, or in the form of direct funding for families to purchase services from fee-for-service providers

- Some community-based services will be suspended or experience disruptions and delays during this period. Some service providers already provide services remotely, and others may choose to pursue this as an alternative method of service delivery (for example, by telephone or through online applications) where appropriate
- Families can contact their children's service providers directly for updated information about what services may be available to them at this time. Links to publicly funded local service providers can be found at: <http://www.children.gov.on.ca/htdocs/English/specialneeds/index.aspx>.
- Students who would have otherwise received school health professional or school health personal support services on school premises may be eligible for home care services. In recognition of the extended school closure, Local Health Integration Networks (LHINs) are working with families with children who are eligible for home care.

TCDSB Protocol:

- For students who were previously referred, School-Based Rehab Services (SBRS) will continue

with care plans for families who opt to receive service during the school closure.

- SBRS staff will contact the referral source (school or Speech/Language Pathologist (SLP)) to let them know the student is coming into service via tele-practice by encrypted email.

Services offered by Provincial and Demonstration Schools:

Ministry Guidance:

- The Provincial and Demonstration Schools have specialized knowledge and expertise that can support the broader educator population. The Provincial and Demonstration Schools Branch (PDSB) Resource Services Department can continue to support school boards that have students who are Deaf, hard of hearing, blind, low vision, deafblind or who have severe learning disabilities
- PDSB is a resource for boards that have students who use American Sign Language (ASL) and Langue des signes québécoise (LSQ) and can provide support on how this may work in a virtual environment
- PDSB's Resource Services Teachers are OCT-qualified teachers who provide educational consultative services, for example, recommendations regarding the setting up of programs, including equipment needs

- Additional support to boards with students who are blind and low vision is available from the Alternate Educational Resources Ontario (AERO) department and W. Ross Macdonald School.

TCDSB Protocol:

The Chiefs of D/HH and B/LV will engage with staff/curriculum resources at the Provincial Demonstration schools on a per-needs basis.

Supports to Educators:

Ministry Guidance:

The Ministry of Education is offering facilitated remote/virtual learning for educators through a series of webinars, including on how to support students with special education needs remotely. In addition, the ministry will be posting resources for parents and teachers on supporting students with special education needs. Educators can visit <https://www.d2l.com/k-12/ontario/> to register for webinars.

TCDSB Protocol:

- For resources to aid in planning for students with special needs, please access the following link: [Special Education Distance Learning Resources](#) (This site will be updated regularly)
- Link to the [TCDSB Professional Learning to Support Student Learning](#)

site for a variety of documents to read, videos to view, live sessions to join.

Mental Health Supports:

Ministry Guidance:

- Boards are encouraged to continue providing mental health supports to students remotely. This could include students who have been receiving prevention and intervention services in schools by mental health staff, and those students who come to the attention of staff during the school closure period as needing additional support
- Boards could provide remote services through their existing school mental health professionals including newly funded mental health workers in secondary schools
- It is recognized that the nature of support may change as the response to the COVID-19 outbreak evolves.
- School Mental Health Ontario (SMH-ON) will continue to provide boards with guidance, resources and implementation coaching support. SMH-ON is connecting with boards, community partners, and experts in virtual care to identify effective practices and training/tools for providing mental health supports remotely
- SMH-ON has prepared a number of resources that may be helpful for parents/families, students, and

educators to consider during school closures. These resources can be found on the SMH-ON website at <https://smho-smso.ca/>. Specific supports designed for school-based mental health professionals will be shared through a private community of practice.

TCDSB Protocol:

- Staff are encouraged to visit the TCDSB Special Services Mental Health internal site for staff and student resources: <https://tcdsbceec.sharepoint.com/sites/MentalHealth>
- Resources for students and parents can be found on the TCDSB public-facing website at: <https://sites.google.com/tcdsb.ca/tcdsb-curriculumdept/mental-health-and-wellness>

6. ADDRESSING THE MENTAL HEALTH AND WELL BEING OF STUDENTS AND STAFF

Mental Health Supports for Students

- Resources found on the TCDSB website's Mental Health page <https://www.tcdsb.org/FORSTUDENT/StudentParentResourcesClosure/Pages/Default.aspx>:

1. Table of Mental Health and wellness resources for students and families (ex. ABCs of Mental Health, Kids Help Phone, SMHO)
2. April and May Mental Health newsletters
- Resources found on the Mental Health staff Sharepoint site:
 - ✓ TCDSB Tip sheet for educators to support student mental health includes condensed protocol for student disclosures (emergency & non-emergency)
 - ✓ Student Wellness Checks by teachers - SMHO Tip Sheet for guided conversations with students and families
 - ✓ Mental Wellness Checks by Mental Health Professionals with Caseloads SMHO tip sheet sent to various teams (SW, Psych and MH prof)
 - ✓ Social Media presence with daily inspirations/wellness mantras for students
 - ✓ Virtual care for students with identified mental health concerns
 - ✓ MH provider professional learning opportunities re: virtual care to address:
 1. Getting comfortable with a virtual platform for clinical care
 2. Clinical and ethical considerations in providing virtual care

3. Introducing specific evidence-based practices amenable to virtual care.

Mental Health Supports and Resources for Staff

These resources are also found on the Mental Health staff Sharepoint site:

- (Employee/Family Assistance Program (EFAP) pamphlet
- SMHO Personal Self-Care Tip Sheet and Infographic
- SMHO Tip Sheet for Leading Mentally Healthy Systems/Schools for school administrators.

7. PROTOCOLS FOR DISTANCE LEARNING FOR STAFF AND STUDENTS

In order to ensure the safety of our students and safe when engaging in distance learning, staff have compiled important links to resources that will inform and educate our professionals on issues related to privacy, copyright, professionalism related to electronic communications, proper use of social media and online educational services

- ✓ TCDSB Working from Home: Privacy & Information Security and Email Considerations
- ✓ TCDSB Copyright Considerations: Fair Dealing Decision Tool

- ✓ Ontario College of Teachers: Maintaining Professionalism – Use of Electronic Communication and Social Media - Updated - Professional Advisory (available in PDF, Audio or Video)
- ✓ Ontario English Catholic Teachers Association: Appropriate and Professional Use Of Electronic Communication, Social Media, And Online Educational Services - A guide for members
- ✓ Social Media: A “How To Guide” for OECTA Members
- ✓ College of Early Childhood Educators: Practice Note: Using Social Media

8. PROVIDING ACCESS TO TECHNOLOGY FOR STAFF

There are some of our TCDSB staff members that do not have access to technology from their home. It is our goal to ensure that all staff will have the ability to provide the appropriate level of instruction via distance learning. Understanding the current restrictions placed on all members within the City of Toronto by the Medical Office of Health, our staff has created a protocol that is safe and adheres to all of the guidelines issued by Toronto Public Health. During the completion of this document, the only individuals with access to the school were TCDSB staff members. The following procedures are included below.

Principal Instructions for Controlled Access to Schools

April 1 - 3

For Distribution of Devices to Teachers/DECEs

- **Note:** Teachers/DECEs should ONLY be given Windows Cloudbooks (not Chromebooks)
- **Note:** IL Instructors have assigned laptops that they may need to pick up - they will need to inform the principal where in the building it is located.

Wednesday, April 1 or Before Leaving Home on Thursday April 2

1. Principal to complete Staff Survey instructions.
2. Locate your response to instruction Part C step#2 - the list of teachers who need a laptop. You will need this list in order to plan tomorrow Thursday for distribution of laptops on Friday.
3. You may wish to bring hand sanitizer to your school tomorrow. Otherwise principals will need to wash hands thoroughly immediately upon arrival at school on Thursday.

Thursday, April 2 - 9 am to 1 pm

Only Custodian and Principal (VP) to Enter the Building – No Other Staff Have Access to the Building

Before Entering the Building

1. Based on the review of survey data and conversations with teachers and DECE, determine and notify staff who have no technology and require a device. Communicate to these staff the time of their appointment and the protocol for device pick-up on Friday
2. [Click here for an email template you can use](#)
3. Review the computer/device inventory list found using [this link](#) for your school to identify the number of devices you have available. ONLY Windows Cloudbooks should be issued to those Teachers/DECEs. The files are named by school location number
4. Create a schedule of 15 minutes staggered visits for staff picking up technology on Friday, April 3. (Teachers at multiple schools connect with the home school)
5. Advise any staff who have requested access to the school for the purpose of gathering resources (other than those who require technology) that [they are NOT approved for school access at this time. Click here for an email template you can use.](#)

Entering the building

1. Principal conducts a [self-assessment](#) on self for Covid-19 as per the protocol sent out by Rory McGuckin on Tuesday, March 31.

2. If the principal does not pass the self-assessment, call the school Superintendent. If self-assessment is passed, then proceed to next steps
3. Arrive at school and call/email the custodian to indicate your arrival
4. Custodian to prop door open for entry at the designated front entrance. Avoid touching door handles, etc.
5. Maintain 2 meters of social distancing at all times while entering and while in the school. If a vice-principal will be attending, they are to follow the same process as above. Plan to arrive at staggered times after the principal.

In the Building

1. Use the hand sanitizer provided or brought. Alternately, wash your hands in the designated washroom.

Gathering the Cloudbooks

1. Ask the custodian to unlock and open the doors to which you need access in order to gather the devices
2. Maintain social distancing of 2 meters
3. Locate the Windows Cloudbooks (Latitude 3189) in your school
4. Gather the appropriate number of Cloudbooks for the teachers requiring them



5. Take 2 photos of the Cloudbook, capturing any identifiable marks (ie., serial number or any other marks)
6. Create labels for each computer that is being picked up by a staff member. Labels should include the teacher's name and time of the appointment. Tape this onto the computer
7. Photocopy login information sheet, to be provided with laptop (PDF document attached). Please include this copy with the computer to ensure that they have a hard copy as they will need this to log in the first time. You may also follow-up with an electronic copy
8. Label devices and place on a table near the designated entrance.

Leaving the Building

1. Advise custodian that you are leaving
2. Wash hands or use hand sanitizer
3. Exit the building
4. Custodian to bring desk into the building and disinfect the desk
5. Custodian locks up the building.

SEA Equipment Requests

If you have had requests for SEA equipment, [please click here for more information](#).

Friday, April 3 – 9 am to 1 pm

Only Custodian and Principal (VP) and 1 Childcare Manager (upon request) to Enter the Building – No Other Staff Have Access to the Building.

Teacher/DECE/IL Instructors may pick up devices only and remain outside

Before Entering the Building

1. Principal conducts a self-assessment on self for Covid-19 as per the protocol sent out by Rory McGuckin on Tuesday, March 31
2. If the principal does not pass the self-assessment, call school Superintendent. If self-assessment is passed, then proceed to next step
3. Arrive at school and call/email the custodian to indicate your arrival
4. Maintain 2 meters social distancing.

In the Building

1. Ask custodian to place a desk outside the designated entrance and prop open the door(s)
2. When the staff member arrives, the Principal reviews the self-assessment for Covid-19 as per protocol with the staff member over the phone
3. If the staff member does NOT pass the self-assessment, the visit is cancelled

4. If the staff member passes the self-assessment, the principal directs the staff member to wait at least 10 metres from the designated main entrance
5. Gather appropriate device and place on desk outside the school main entrance
6. Return to the building
7. Call the staff member to advise that they can pick up their device.
8. Send follow-up confirmation email. Include photos of Cloudbook and serial number
9. Ask the custodian to sanitize the desk in anticipation of the next staff member
10. Repeat until all staff have picked up the designated device
11. Follow **Protocol for Third Party Childcare Operators to Access TCDSB Schools During Provincial Closure (Please refer to the PDF attached)** for any requests from child care providers. Appointments must be scheduled separately from staff.

Leaving the Building

1. Advise the custodian that you are leaving
2. Wash hands or use hand sanitizer.
3. Exit the building
4. Custodian to bring desk into the building and disinfect the desk
5. Custodian locks up the building.

Template for email confirmation of appointment.

Dear [redacted] :

You have been scheduled to come to (Name of School) on Friday, April 3 at (time of appointment) to pick up a Windows Cloudbook for use during Distance Learning.

1. On Friday, please complete the self-assessment for Covid-19 and confirm your results with your school principal. If you pass the self-assessment with no symptoms, you may keep your appointment. If you do not, your appointment will be cancelled.
2. When you arrive at the school, please call the principal to announce your arrival. If anyone comes with you, they must remain in the car or the parking lot.
3. Go to the designated main entrance (describe the location) and wait at least 10 metres away from the designated main entrance. **Do not enter the school** or approach the school door entrance.
4. At all times remain at least 2m away from any other person. The principal will place the Cloudbook on the desk outside the main entrance and then return to the building.
5. Once the principal has returned to the building, you may take the device from the desk and return to your vehicle or

head home.

6. You will be sent a confirmation email, indicating that you have picked up the Cloudbook. Please reply to this email noting receipt.

Thank you for your cooperation with the above.

Sincerely,
XX

Template for request denied email:

Dear [redacted] :

Thank you for your request to access (Name of School). Approval has been given to priority needs based on Teacher Survey results.

Another opportunity to access schools is being investigated. Given the fluid nature of the community response to the Covid-19 situation and revisions to Toronto Public Health guidelines, confirmation cannot be provided at this time.

Thank you for your understanding.

Sincerely,
XX

SEA Equipment Option: Thursday, April 2

Principals can consider the delivery of SEA equipment to families on Friday April 3

Please Note: SEA Equipment that arrived recently and was not yet distributed is not to be shared as they

Considerations for Principals should only be based on the following:

- Have parents initiate contact with the principal directly or indirectly (ie Special Services staff) that SEA equipment is required for student learning?
- Does the principal have sufficient appointment slots for staggered pick-up on Friday?
- Does the principal have sufficient time to gather the equipment on **Thursday** in preparation for possible distribution on Friday?
- If the answer to the questions above is yes, then the principal can follow
- the protocol used for safe distribution of computers to staff on Friday April 3.

Steps to take on Thursday April 2 to locate all Appropriate SEA equipment

- SEA equipment is specifically assigned to students based on needs identified on their Individual Education Plan (IEP).
- Collect and organize the determined SEA equipment:
 - Label SEA equipment with student name and contact information, including address, email and phone number.
 - Take photos of the device including distinguishing marks, the keyboard/screen and any serial number labelling. These photos will be used in a confirmation email to families.
- Create a schedule of appointments separate from staff arrivals (15 min increments).
- Contact parent of student requiring SEA Equipment to arrange time of pick-up and outline the pick-up protocols (see [self-assessment](#)) and describe the same protocol that staff are using to pick up equipment appropriate distancing, declaration of absence of COVID 19 symptoms, retrieval of equipment on a table outside the school.
- If you require any support with the process of identifying appropriate student equipment, **please contact Don Reid**, your school Special Education Teacher and/or APT/PAT.

Distribution of SEA Equipment: Friday April 3

Only Custodian and Principal (VP) and 1 Childcare Manager (upon request) to Enter the Building – No Other Staff Have Access to the Building

1. Moments before the first appointment, place appropriate SEA item(s) on the desk outside
2. Principal reviews the [self-assessment](#) for Covid-19 as per protocol with the parent
3. If the parent does NOT pass the self-assessment, the visit is cancelled
4. Ask custodian to sanitize desk between pick-ups
5. Repeat process until all scheduled SEA devices have been distributed
6. Advise custodian that you are leaving
7. Wash hands in designated washroom, or use hand sanitizer.
8. Exit the building.
9. Custodian to bring desk into the building and disinfect the desk.
10. Custodian locks up the building.

9. SUPPORTS FOR OUR ENGLISH AS SECOND LANGUAGE STUDENTS

Our English as a Second Language teachers, in both elementary and secondary schools, will support these particular students through distance learning by implementing appropriate

teaching and learning strategies found in the program guides produced by the Ministry of Education.

The following links provide direction for staff in supporting our ELL students in grades from K-12:

- ✓ <http://www.edu.gov.on.ca/eng/docume nt/esleldprograms/guide.pdf>
- ✓ <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>

10. PROFESSIONAL LEARNING FOR IMPLEMENTING DISTANCE LEARNING FOR STAFF

TCDSB Professional Learning Opportunities to Support Student Learning during Distance Learning

In order to support professional learning during distance learning, the following approaches have been implemented:

1. Creation of and regular update of a [TCDSB Google Site](#) dedicated to Professional Learning opportunities in support of student learning. Areas include:
 - Personal Faith Formation
 - Distance Learning Must Reads (TCDSB/OCT/OECTA)
 - Working from Home (Privacy Considerations/email/ergonomics)
 - Copyright

- Understanding Distance Learning
 - TCDSB Google Resources
 - Mental Health Resources
 - TCDSB Live Sessions
2. Live sessions have been offered through the TCDSB21C, Assistive Technology, Administrators, Senior staff and external providers. Offerings have been communicated through a Live Sessions page updated regularly, the Professional Learning Site, and communications from System Planning on a daily basis.
 3. Initiation of Live Session offerings to the system was planned and delivered by TCDSB Administrators, members of the Covid-19 Professional Learning Working Group focussed on Privacy Protection: Working from Home (with the Senior Manager of Archives and Records Management) and Understanding Distance Learning Platforms for the TCDSB endorsed virtual learning platforms.
 4. The TCDSB21C and Assistive Technology teams have engaged in supporting professional learning through daily live sessions beginning April 3 with a focus on building capacity in the understanding of distance learning platforms endorsed by the TCDSB: G-Suite for Education- Google Classroom and Brightspace by D2L.
 - Formats have been one-hour sessions with three to four sessions

- per day in the area of TCDSB G-Suite Tools (docs, slides, forms, classroom), Assistive Technology Tools (Read & Write and EquatiO), Brightspace by D2L (beginner/intermediate/elementary/secondary) and accessing digital resources
- Additional sessions focussed on strategies for student engagement, and assessment for and assessment as learning, including the use of the Portfolio tool in Brightspace
 - Zorbit's Math Adventure for K-3, Distance Learning Pedagogy: Promising Practices and Tips (2 sessions).
5. Supplementary to the above is follow up support to staff through a Google Form and email to members of the TCDSB21C and Assistive Technology teams for ongoing assistance.
 6. Collaboration of Central Academic Resource Staff for live session offerings within Divisional Groups and curriculum areas supported by TCDSB21C and Assistive Technology teams.
 7. Professional Learning sessions specific to Central Academic Resource Staff on Distance Learning Pedagogy to build upon the capacity of understanding delivery of learning through online modalities. Supporting student engagement and

- understanding of the importance of supporting self-regulation and an emphasis on assessment as and assessment for learning.
8. Expansion of live session offerings to include external providers for digital resources to enrich student learning. These include Zorbit's Math Adventure, GALE resources, Learn360, Minecraft for Education and The Learning Partnership.
 9. Consult with Research for review of feedback form to be used for collection of feedback information from participants to inform future session offerings.
 10. Awareness to staff, through daily emails from System Planning, the Live Sessions doc, and the Professional Learning site of external professional learning opportunities to include:
 - a. Supports for additional learning are made available through the Brightspace by D2L platform, "My Courses in Other Orgs" widget to include direct access through TCDSB login credentials to e-Community Ontario. Offerings include VLE101 course for use of the Brightspace by D2L platform, Supports for Virtual Learning, e-Communities Available for Self-registration with access to Professional Learning and Training opportunities through various providers.

- b. G-Suite for Education Learning Tools: Google for Education Teacher Centre, EdTechTeam Professional Learning and Teach from Home-G-Suite for Education

Ministry Webinars for Virtual Learning

- Supports for Virtual Learning accessible through the VLE through My Courses in Other Orgs in e-Community Ontario, D2L website:
- Getting Started with Virtual Learning through the Virtual Learning Environment?
- Webinar Series: Ontario Ministry of Education Supporting Virtual Learning: Ontario's VLE-Brightspace by D2L

Webinar Sessions include the following topics

- Getting Oriented to Virtual Learning
- Using Tools in the VLE
- Creating Daily Activities
- Creating Daily Virtual Learning Activities
- Engaging Students in Virtual Learning
- Assessing Students in the VLE

Link: <https://www.d2l.com/k-12/ontario/>

Link to Registration Page:

<https://www.d2l.com/k-12/ontario/webinar-series-1/>

Webinar information is also accessible through the Virtual Learning Environment:

Staff Login using TCDSB user-id and password at the following link:

<https://tcdsb.elearningontario.ca/>



Office of the Chair of the Board

Sent Via Email

May 11, 2020

Honourable Stephen Lecce
Minister of Education
438 University Ave., 5th Floor
Toronto, ON
M5G 2K8

Dear Minister Lecce:

The Toronto Catholic District School Board (TCDSB) remains committed to student achievement and well-being during these unusual circumstances. TCDSB staff have responded to many challenges since the start of distance learning and continue to support all students through “check and connect”, synchronous and asynchronous learning, and distance learning resources for educators.

Staff teams in the various TCDSB discipline groupings continue to work together with school communities and families to provide interdisciplinary supports to staff and students within the various categories of exceptionality. TCDSB Special Services team members continue to work closely with the central Curriculum Resource Team, Safe Schools, and Nurturing our Catholic Community teams to co-create and align curriculum resources and teaching strategies for teachers and other educators in the system.

As we continue our efforts to support students with special education needs, unfortunately challenges and inequities still exist for students with severe needs.

The Board of Trustees approved a motion that the Association Reports in respect to learning at home during the COVID-19 crisis be forwarded to the Ministry of Education on behalf of the Special Education Advisory Committee (SEAC). It is our hope that you and your team will have an opportunity to review the information included in here to better understand some of the challenges our students with special education needs are facing.

We look forward to hearing more from you and the Ministry on how you will be supporting students with special education needs during these times.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Martino", is written over a light blue horizontal line.

Joseph Martino
Chair of the Board

cc. All Trustees
N. Crawford, SEAC Chair
L. Maselli-Jackman, Superintendent of Education, Special Services

Helping Gifted Students Learn Online During COVID 19

(A) For **gifted students online learning** must offer:

- Project-based learning that is more learning activities-oriented, not content-oriented.
- Opportunities to interact with their instructor/teacher in a meaningful way as well as other gifted classmates.
- Activities should be designed to cultivate higher-level thinking and creative problem-solving skills.
- Allow students to move faster through the curriculum and at their own pace. Otherwise, gifted students might find online distractions more engaging and their interest in new and challenging materials might draw them away from slow paced coursework and into the vast amount of information at their fingertips on the Internet.
- Gifted students need to participate in a variety of activities including online discussions, collaborative projects and/or real-time interactive sessions with like-minded peers.
- Gifted students maybe unwilling to ask for help and teachers do not have the advantage of non-verbal clues to pick up on student confusion.
- Confident that they "know what to do," some gifted students may dive in and start working on an assignment before fully reading the directions. Students in classrooms aren't likely to get far down the wrong path before a teacher steps in to redirect. Teachers will need to check students' progress early on during an assignment to ensure this doesn't happen.
- A fully online learning environment can be challenging for all students including gifted students. Students need to be self-disciplined and experienced with working independently to be successful. Students need to be aware of what the differences and expectations are in their new learning environment.

(B) We are concerned about **accommodations and modifications provided to 2e students** (gifted student who also has another exceptionality, such as: a specific learning disability, ADHD, ADD, emotional and behavioral disability, or ASD, etc.).

How will the student's needs be sufficiently supported? Parents/guardians will need to know how and what accommodations are provided in the classroom so they might try to provide them at home. 2e students may need an area free of distracts for test taking. This may not be possible at home.

Some Accommodations/Modifications for 2e students:

- Minimize repetitive work.
- Frequent reminders of due dates.
- May need a private signal from the teacher to regain his/her attention.
- Provide notes to keep the student from getting distracted by taking notes.
- May need to be tested orally rather than written in some or all subjects.
- Allow extra time to complete tests.
- Give the student a checklist of tasks to be completed.
- Provide clear and concise directions, verbally as well as in writing.

(C) Existing successful **online learning opportunities** for gifted elementary and secondary students

1. The Center for Talented Youth (CTY) at Johns Hopkins University (pre-K – 12)
- <https://cty.jhu.edu/online/>
2. Talent Identification Program (TIP) at Duke University (grades 8 – 12)
- <https://tip.duke.edu/>
3. Center for Talent Development (CTD) at Northwestern University (grades 4 – 12)
- <https://www.ctd.northwestern.edu/program/online-enrichment?sort=alpha>
4. Stanford Online High School (OHS) (grades 7-university level)
- <https://onlinehighschool.stanford.edu/>

(D) Additional questions:

- Will "Reach Ahead", a program offering Grade 7 & 8 students the opportunity to earn credits early at a high school in their community, be available? And will Grade 8 students accessing Grade 9 courses receive a credit?

(E) Accommodations to Provide at Home for Online Learning and Gifted students

For gifted students the curriculum is modified by increasing depth and complexity in some or all subjects and it is important that this continues, even during these challenging times. 2e students will also have accommodations.

While all students will need an uncluttered work area free of distractions, this is especially true for 2e students. Parents will need to review their child's IEP. Know what accommodations are provided in the classroom, so you can try to provide them at home. Your child may also know what they are.

Here are a few **Accommodations** that parents/guardians can provide or help with at home:

- Using headphones will help create a quieter workspace.
- Make time to organize materials and store them in a designated location. Provide a specific location for completed work.
- Record assignments or ask the teacher to provide notes so your child doesn't get distracted by taking notes.
- Use visual organizers, post a calendar on the wall to record the daily schedule and assignment due dates. Create a checklist of tasks to be completed and use check points for long-term assignments and monitoring progress.
- Gifted students might find online distractions more engaging than the lesson, especially if they're unable to move at their own pace. Students may need a signal from the parent to regain his/her attention.
- Gifted students maybe unwilling to ask for help and teachers do not have the advantage of non-verbal clues to pick up on a student's confusion. Encourage your child to ask questions regarding unclear directions and assignments.
- Confident that they "know what to do," some gifted students may dive in and start working on an assignment before fully reading the directions. In a classroom, students aren't likely to get far down the wrong path before a teacher steps in to redirect. At home parents may need to check their child's progress early on during an assignment to ensure this doesn't happen.
- Gifted students need to participate in a variety of activities including online discussions, collaborative projects and/or real-time interactive sessions with like-minded peers.

A fully online learning environment will be challenging for teachers and students, including gifted students. To be successful students need to be aware of what the differences and expectations are in their new learning environment. Gifted children who are not self-disciplined and able to work independently are more likely to experience stress or perhaps even depression. This is especially true in unfamiliar situations such as these. Parents will need to help them to accept and understand these new circumstances and be resilient in the face of adversity. Encourage them to advocate for themselves, reach out to others for help and have compassion for and acceptance of themselves and others. Remind them this is only a temporary situation.

(F) More resources to help while schools are closed

Ontario Ministry of Education portal to educational resources, for all students from Kindergarten through to Grade 12. <https://www.ontario.ca/page/learn-at-home>

Nelson is supporting the education community during COVID-19 <https://www.nelson.com/learningonline/parents.html>

MathPickle free online resource of mathematical puzzles, games and more. <https://mathpickle.com>

Problem of the Week offered by University of Waterloo, provides students with an opportunity to solve mathematical problems. <https://www.cemc.uwaterloo.ca/resources/potw.php>

Would You Rather - Students make choices based on mathematical reasoning. <https://www.wouldyourathermath.com>

NRICH offered by University of Cambridge is a free online mathematics resources for ages 3 to 18. <https://nrich.maths.org/frontpage>

Education Place - Grade 1–6 resources for teachers, students, and families to support instruction in the classroom and at home. <http://www.eduplace.com>

Edutopia **Inquiry-Based Learning** <https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>

NAGC - Resources for Educators & Parents During COVID-19 <https://www.nagc.org/resources-publications/resources/resources-educators-parents-during-covid-19>

It's a good idea to check the TCDSB website for resources.

Kahn Academy - Self-teach a variety of subjects <https://www.khanacademy.org>

Mathletics - <https://www.mathletics.com/ca/resources/lessonplans/ontario>

<https://ca.ixl.com>

Math Games Inspire Young Minds

<https://www.edc.org/5-math-games-inspire-young-minds>

(G) Books on Parenting gifted Children

Parenting Gifted Kids, Dr. James Delisle

Homeschooling Gifted and Advanced Learners by Cindy West

The Impact on Students with Autism Spectrum Disorder

April 22, 2020 -- During this unprecedented time, the widespread effect of the COVID-19 pandemic and the closures of schools across the province has caused a monumental impact on students and families in ways not limited to academics. Aside from reinforcing the essential role of special services on ensuring student success and well-being for special education needs students; this new form of learning has also shed light on a variety of other challenges including those outlined below.

Attitudinal Barriers – Media or public discussion that devalues the right to an equitable education and the necessary programs, services, accommodations and/or modifications to the delivery of same. Media or public discussion which identifies the accessibility needs and necessary program, service, accommodation and/or modification needs of special education needs students as laborious and unnecessary.

Disability Related Barriers – Special education needs students; particularly students on the autism spectrum are greatly affected by change to their daily routine and tend to suffer a much higher grade of anxiety when faced with uncertainty and fear. In an inclusive classroom, teachers will have access daily to support personnel who can help to provide any instructional or environmental accommodations and sensory breaks to help redirect the student's focus and attention to the task at hand. Student behaviour plans when not working to de-escalate inappropriate behaviour at school often include an exit strategy that involves calling parents or caregivers to come and pick up their child and take them home. Parents and caregivers in a state of self-isolation cannot provide the breadth of accommodations or sensory breaks required to help their child overcome the large and complex emotions they are feeling during the COVID 19 pandemic. These disability barriers are especially difficult when parents are working from home, also have a disability or are struggling with mental health and well-being challenges of their own.. During this uncertain and scary time, any child will look to their parent or guardian as a source of comfort, stability and safety and a child with a disability will take much more time and effort to console, de-escalate and redirect to the *learning@home* program. These barriers are much more pronounced for students who have a developmental disability, delay or are developmentally immature for their age.

Caregiver Stress – Many parents and caregivers are suffering from “caregiver burnout” as they are experiencing the loss of mental health and overall health and well being services for their special education needs children and for their families. Parents and caregivers are tasked with providing the majority of care to their child which requires significant time and energy and this severely impacts on their capacity to support *learning@home*.

- Many health and community services, supports, therapies, etc., are closed or are delivered in a manner which is inaccessible for many families and their children on the autism spectrum.
- Many parents/caregivers are juggling work along with the complex, high needs of their children while also trying to deliver the *learning@home* content.
- Many parents/caregivers, due to COVID-19 have lost their jobs and the income necessary to support their child's health and well-being needs.
- Some parents/caregivers are single-parents, are battling illness (covid-19 or non-covid related) or are caring for ill or aging family members.

Possible Solution:

Coordinate through the TCDSB psychology and social work department to provide small group teleconference circle of care mini-sessions for those families and students that have been identified as at risk during the "check and connect" phase.

Social Isolation – Autism Ontario, Toronto Chapter recognizes and supports the need for strict adherence to social distancing and self-isolation rules during this time as a collaborative means to slow down and stop the spread of COVID-19. We would also like to bring awareness to the fact that individuals with disabilities and their families often struggle with the ability to "stay connected". The consequential loss of adequate and accessible support can lead to a steep rise in mental health crises requiring immediate intervention and/or hospitalization for this already marginalized and isolated demographic.

- Parents and caregivers of children with special education needs reflect a demographic of families that are already experiencing social isolation and feelings of loneliness within our communities.
- Autism is a neuro-developmental disorder characterized by impairments in social communication which inherently places limitations on the ability of children, youth and young adults to develop friendships and social relationships to which they can stay connected with. The friendship circle for children, youth and young adults on the autism spectrum is often limited to one to two friends during their time at school and/or to any social activities facilitated by school special services staff.
- A heightened rate of post-traumatic stress disorder has already been documented in recent research as a common outcome of quarantine and self-isolation¹

Possible Solution:

Develop peer support programs and new initiatives to connect students with disabilities with their peers by using a variety of different methods such as email, phone and video. Note that students with severe physical disabilities or communication impairments may need creative approaches to connect socially with school friends and peers.

¹ [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)30460-8/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30460-8/fulltext)

Loss of Health & Personal Care Supports – Although these services have been deemed as essential services during this time by the government of Ontario, the restructured model which encompasses a stricter health & safety regime may not provide the same level of service and may not provide accessible care for some..

- Since it has been determined by health officials that [it is possible for asymptomatic individuals to spread the virus](#) and that a person may be contagious for three to 14 days before exhibiting symptoms; families are also opting out of having paraprofessionals/PSWs enter the family home for fear of community contagion of COVID – 19.
- Many families are also choosing not to attend clinic appointments (where available) in order to mitigate the same risk as children may be immune-compromised and there may be developmental barriers making social distancing difficult.

Loss of Access to Therapeutic Services – Many service providers like SLP, OT, PT and ABA/IBI have closed, reduced service provision or are providing services which are not accessible to all.

- Where therapeutic services are available in person; families are also choosing not to attend clinic appointments in order to mitigate the risk of COVID-19 contagion as many children are immune-compromised and social distancing may be difficult.

Possible Solution:

Many CTCs are setting up on-line platforms and reaching out to individual families with suggestions for therapeutic exercises and activities that can be carried out at home. This should be required for all students on the School Health Support Program. Exercises and activities should be individualized to the student needs and family capacity. See more information regarding COVID-19 changes to service delivery on the [Children's Treatment Network](#) website.

Differentiated Learning – *Learning@home* has become an awakening for parents and caregivers to the belief that systemically, educational goals for students with disabilities are often gauged on low expectations. Being fully engaged and informed now on what the general class expectations are in comparison to what was previously modified for their special education needs child is eye opening. Absent or inconsistent differentiated, accommodated or modified and accessible curriculum provided to meet the learning needs of special education needs students.

- Curriculum content and assignment expectations are often sent to students and parents in a manner tailored to typically developing students only.
- Parents and caregivers of students on the autism spectrum, unless certified in the implementation of Applied Behaviour Analysis techniques, are unable to apply these effective principles when helping their children with *learning@home* (PPM 140 - Incorporating Methods of Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders²).

² <http://www.edu.gov.on.ca/extra/eng/ppm/140.html>

Possible Solution:

Parents and caregivers should not be expected to differentiate their child's learning. All homework and learning expectations for students with special education needs should be clearly provided by teachers according to the student's IEP and individual learning profile.

Any additional special education resources that are used by teachers or support staff should be shared with parents and caregivers to support *learning@home*.

Individual Education Plan – *Learning@home*, which has essentially transferred all aspects of the school instructional day to the parent or caregiver, does not include any at home support or guidance on how the IEP, which is a living and legal document will be applied.

- How will necessary accommodations or modifications be applied to the curriculum expectations provided through *learning@home*?
- How will learning goals be monitored?
- How will alternative goals be applied and/or monitored?

Possible Solution:

An IEP review should be included as part of weekly check-ins with students, parents and caregivers to ensure that any *learning@home* student or parent/caregiver concerns are met and resolved in a timely manner.

Accessibility features for on-line learning – Students with disabilities often require a wide range of accessibility features for learning, and some of the *learning@home* recommended learning websites do not provide these features.

Possible Solutions:

All recommended websites should be reviewed to ensure that they have the accessibility features that may be required. The available accessibility features for each site should be clearly identified.

Access to Equipment at school – Families need access to the Special Equipment Amount (SEA) funded equipment that supports learning as well as health and safety, such as and not limited to laptops, walkers, standers, and Augmentative and Alternative Communication (AAC) devices. Although best efforts have been made by local school staff, families have not been able to retrieve devices which were not taken home at the start of March break.

Possible Solution:

Arrangements to be made to have equipment delivered to student's home.

Transition Planning – Students who are transitioning in the fall to FDLK, a new grade or division, a new school or placement, to post-secondary or even from class to class (PPM 156 –Supporting

Transitions for Students with Special Education Needs³) need to know how planning will occur along with additional support while learning at home.

- Many FDLK students do not and will not have had access to IBI, ABA, Rehabilitative therapies or transition planning during this critical time. This loss of services negatively impacts on ASD student development during *learning@home* and in preparation for September entry/re-entry to school.
- Due to the inherently rigid nature of ASD, the immense difficulty with transitioning smoothly during times of change or unfamiliarity, coupled with the commonality of co-morbid mental health disorders which accompany ASD; students on the spectrum and their families are experiencing extremely high levels of anxiety, stress and multiple barriers to student success during this time.

Possible Solution:

That students, parents/caregivers be provided with staff resources and staff support through a variety of means to support transition planning at home.

Graduation Planning – Students with disabilities who are hoping to graduate in June, are concerned about marks and requirements to graduate or for admission to post secondary. Families and students are concerned about how planning for graduation will be supported.

Possible Solution:

That local Guidance department staff check in with all graduating special education needs students and their families where appropriate to provide support for their chosen pathway.

The understanding that education cannot be a “one-size-fits-all” model is evident. Online learning is not an effective or an accessible means to learn for all students. The spectrum of strengths and needs reflected in every student with autism should be mirrored in the spectrum of services and support readily available to them creating opportunities for a successful future for every student. Special education needs students would strongly benefit from a cross-ministerial strategic plan developed in close collaboration with all provincial and local partners and in particular with our students and their families.

³ <http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf>

Key Issues for Students with Physical Disabilities and Learning At Home

The following issues have been identified by families of students with physical disabilities:

- **Attitudes** – Any media or public discussion that devalues the life of people with disabilities and their right to health care in the Covid crisis.
- **Loss of Health and Personal Care supports** – Many families are electing to decline personal care supports because of the risk from workers entering multiple homes. Agency providers are using best practices for safety and hygiene, but the children are very vulnerable.
- **Health and physical care of students** – Parents are providing the majority of care to their child and this requires significant time and energy. It impacts the capacity of the parents to support learning. Single parent led families are even more impacted without additional help in the home.
- **Loss of therapy as it has been deemed a non-essential service** – Children's Treatment Centers who provide rehabilitation services at school are currently closed. Parents are trying to follow therapy recommendations and work with their child at home, but it is challenging.
- **Access to Equipment at school** – Special Equipment Amount (SEA) funded equipment that supports learning as well as health and safety, such as walkers, standers, Augmentative and Alternative Communication (AAC) devices, were not taken home at the start of March break. Families need this equipment for the health, safety and learning of students.
- **Accessibility features for on-line learning** – Students with disabilities require a wide range of accessibility features for learning, and some of the recommended learning website do not provide these features.
- **Graduation Planning** – Students with disabilities who are hoping to graduate in June, are concerned about marks and requirements to graduate or for admission to post secondary. Families and students are concerned about how planning for graduation be supported.
- **Transition Planning** – Students who are transitioning in the fall to a new grade, school or placement need to know how planning will occur while learning at home.
- **Social isolation** – Many children with disabilities have few friends and rely on school for all of their social connections. The absence of school leads to further isolation.

- **Family feelings of isolation and stress** – Families face the additional stress of caring for a student with disabilities at home to ensure their health and safety, while trying to work from home, or if employment and income has been impacted with limited resources, creates an incredibly difficult situation for families.

Solutions:

Access to equipment at school – Arrangements to have equipment delivered to the student's home.

Accessibility features for on-line learning – All recommended websites should be reviewed to ensure that they have the accessibility features that may be required. The available accessibility features for each site should be clearly identified.

Access to Therapists – Many CTCs are setting up on-line platforms and reaching out to individual families with suggestions for therapeutic exercises and activities that can be carried out at home. This should be required for all students on the School Health Support Program. Exercises and activities should be individualized to the student needs and family capacity.

Social Isolation – Peer support programs and the development of new initiatives to connect students with disabilities could use a variety of methods to reach out to the students using, mail, phone and video. Students with severe physical disabilities or communication impairments may need creative approaches to connect socially with school friends and peers.

Issues related to other Ministries

- **Ministry of Children, Community and Social Services** - Children's Treatment Centers who provide rehabilitation services at school are currently closed.
- **Ministry of Children, Community and Social Services** – Direct funding programs such as Special Services at Home (SSAH) and Passport rely on support workers and in many cases the family or workers are not comfortable entering the home or interacting directly with the child. This vital support provided on a daily or weekly basis has been an additional loss of respite, support and socialization for students with disabilities.
- **Ministry of Health Assistive Devices Program (ADP) is closed and not accepting any more applications** – This is a barrier for families who need additional mobility or accessibility equipment in their homes.
- **Ministry of Health Local Health Integration Networks (LHIN)** who provide health care and personal supports in homes, have not been flexible in allowing family members to be hired to provide personal care support.

April 29, 2020

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2

Honourable Stephen Lecce:

Re: Minister's Advisory Council on Special Education (MACSE)

On behalf of the Nipissing-Parry Sound Catholic District School Board and its Special Education Advisory Committee, I am writing in support of the concerns brought forward by both the Durham District School Board (DDSB) and the Greater Essex County District School Board (GECDSB) regarding the current status of the Minister's Advisory Council on Special Education (MACSE). We agree with the statements put forward by both the DDSB and GECDSB, that with the growing number of students with special education needs and complex profiles, MACSE plays an even greater role in providing ongoing information and guidance to school boards and Special Education Advisory Committees (SEACs).

Furthermore, we are in agreement with both the DDSB and the GECDSB's recommendations to have representative members selected from each of the SEACs in the six Ministry of Education's regional areas. This approach would allow MACSE membership to be more representative of the varying geographical contexts across the province of Ontario.

We agree that the current structure of MACSE that includes representation of the various exceptionalities is necessary, as these individuals bring vast knowledge and experience and offer valuable input to the MACSE. In addition, in an effort to support MACSE being a more active provincial advisory council, we ask that consideration be made to host MACSE meetings in a virtual environment. This approach would remove potential barriers for those who see much value in being part of MACSE however are unable to travel to face-to-face meetings, thus preventing them from volunteering to be part of the advisory council. This would particularly be helpful for those travelling from the Northern regions of the province.

We kindly request consideration of our suggestions outlined above to fill current MACSE vacancies in a collaborative and equitable way.

Sincerely,



Leo de Jourdan
Chair

- c. Ontario District School Boards SEAC
Hon. Vic Fedeli, MPP - Nipissing
Marie Derosier, NPSC SEAC Chair
Anna Marie Bitonti, Director of Education

SEAC Annual Calendar

| Month | Annual Activities/Topics | Board Events/Deadlines |
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| January | <ul style="list-style-type: none"> - Review of Draft SEAC Calendar - S.O. Updates - Association Reports (if any) - Set SEAC goals for the year - Annual Accessibility Report 2019 - Multi-year Accessibility Plan/AODA-Updates - Review of Policy: Special Education Programs (S.P.01) - Mental Health Annual Report 2018-19 - Priority Budget Setting Discussion (effective January 2020) - Special Education Plan Review (document included in October 2019 SEAC agenda) https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Special Education Staff o Specialized Equipment o Transportation for Students with Special Education Needs o Transition Planning | <ul style="list-style-type: none"> - Bell Let's Talk Day (late January) - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan (ongoing) |
| February | <ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Roles & Responsibilities o Categories and Definitions of Exceptionalities o Provincial and Demonstration Schools in Ontario | <ul style="list-style-type: none"> - Psychology Awareness Month - New term begins in Secondary semestered Schools - Report Cards are distributed (Elementary and Secondary) - Parent-Teacher Conferences |
| March | <ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Safe Schools Committee Update - Mental Health Committee Update - Budget Approval Updates - Special Education Plan Review https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o The Board's Consultation Process o Early Identification Procedures and intervention Strategies o Specialized Health Support Services in School Settings o Parent Guide to Special Education | <ul style="list-style-type: none"> - Easter Seals Awareness Month - World Down Syndrome Day – March 21 - National Social Work Week (1st week) - CYW & EA Appreciation Day (first Monday) - Ontario Secondary School Literacy Test (OSSLT) |

SEAC Annual Calendar

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| April | <ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Financial Report as at January, 2020 (GSNs) - March 31st Special Education student count - Update to Special Education Programs for 2020-2021 - Budget Approval Updates - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Educational and Other Assessments o Coordination of Services with other Ministries or Agencies o Staff Development o Protocol for Partnerships with External Agencies for provision of services by Regulated health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website | <ul style="list-style-type: none"> - Autism Awareness Day – April 2 - ONSIS report on identified students |
| May | <ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Student Grants 2020-2021 - PRO Grants Application Update - Budget Approval Updates - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Accessibility (AODA) | <ul style="list-style-type: none"> - Children's Mental Health Week (first week) - Speech, Language & Hearing Awareness - Megan's Walk - Budget Consultation - EQAO Assessment |
| June | <ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Budget approval update - Status of PRO Grant application | <ul style="list-style-type: none"> - World Sickle Cell Day – June 19 - National Deaf Blind Awareness - EQAO Grade 3 and 6 Testing |
| July | | <ul style="list-style-type: none"> - School Board Submits to the Ministry a balanced Budget for the following year - Special Education Report Checklist submitted to the Ministry of Education |
| August | | |

SEAC Annual Calendar

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| September | <ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Review TCDSB Accessibility Plan (September 2022) - Develop or review SEAC annual Agenda/Goals - Annual Safe Schools Report - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o The Special Education Advisory Committee (SEAC) | <ul style="list-style-type: none"> - FASD Awareness Day – September 9 |
| October | <ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) | <ul style="list-style-type: none"> - Autism Awareness (Canada) - Child Abuse Prevention Awareness - Learning Disabilities Awareness - World Mental Health Day (October 10) - EQAO Preliminary Results for Gr. 3 and 6 and OSSLT - Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education - Engagement and Governance Supports Discussion Guide |
| November | <ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - AFSS Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate) - Engagement and Governance Supports Discussion - Professional Learning Plan - Special Education Fair - Special Education Plan Review - https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/Pages/default.aspx <ul style="list-style-type: none"> o Model for Special Education o Identification, Placement, and Review Committee (IPRC) Process o Special Education Placements Provided by the Board o Individual Education Plans (IEP) o Special Education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement | <ul style="list-style-type: none"> - Down Syndrome Awareness (first week) - EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT) - Engagement and Governance Supports Discussion Guide - ONSIS report on identified students - Year End for School Board Financial Statements - Multi-Year Strategic Plan (MYSP) |

SEAC Annual Calendar

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| December | <ul style="list-style-type: none">- Review of SEAC Calendar- S.O. Updates- Association Reports (if any)- SEAC Elections (Inaugural)- SEAC Elections: Chair & vice-Chair (Annual)- SEAC Mass and Social | <ul style="list-style-type: none">- International Day of Persons with Disabilities (December 3)- Human Rights Day (December 10)- Independent review of assessment and reporting |
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO May 20, 2020**

| # | Date Requested & Committee/Board | Report Due Date | Destination of Report Committee/Board | Subject | Delegated To |
|---|--|--------------------|---|--|---------------------------------------|
| 1 | March 27, 2019 SEAC | TBC | Regular Board | <p>That the Board direct staff to provide a report with respect to the following Items and report back to Board:</p> <p>*Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:</p> <p><i>"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe</i></p> | Superintendent of Special Services |

SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO May 20, 2020

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| | | | | <p><i>Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school." (p. 5);</i></p> <p>*Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;</p> <p>*Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified</p> | |
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO May 20, 2020**

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| | | | | <p>in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website</p> | |
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**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO May 20, 2020**

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| | | | | <p>and, if so, to provide a copy of the web page;</p> <p>*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and</p> <p>*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.</p> <p><i>Motion recommended at March 27, 2019 SEAC meeting; carried at April 24, 2019 Board meeting.</i></p> | |
| 2 | December 12, 2019 | TBC | Regular Board | <p>Motion from Tyler Munro regarding Gap in Individual Education Plan (IEP) Process that SEAC recommend to the Board that an IEP completion date be added to the Case Conference or School Based Support Learning Team (SBSLT) form (Item 11c).</p> <p><i>Motion recommended at November 20, 2019 SEAC meeting; carried at December 12, 2019 Regular Board meeting.</i></p> | Superintendent of Special Services |

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO May 20, 2020**

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| 3 | April 23, 2020 | TBC | Regular Board | <p>Received; and</p> <p>1. That staff provide information regarding the Protocol contained within the IEP cover letter provided annually in September to students and/or parents/guardians of students D. Koenig The SO of Special Services will ensure that the information is shared via the cover letter for the IEP.</p> <p>2. That staff include information regarding the Protocol in the cover letter including how to access the Protocol such as website links and where they can receive a hard copy of the Protocol encouraging students and parents/guardians to use the Protocol to facilitate collaboration with their privately retained community professionals to observe and/or work with the student and to provide additional supports and resources to teachers and other school staff, including ongoing consultation as necessary.</p> <p><i>Motion recommended at February 19, 2020 SEAC meeting; carried at April 23, 2020 Regular Board meeting.</i></p> | The Superintendent of Special Services will ensure that the information is shared via the cover letter for the IEP. |
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