**SEAC Meeting of May 4, 2020**

**Leadership, Learning and School Improvement**

Kathy Witherow, Associate Director

Angela Nardi-Addesa, System Superintendent of Special Education & Inclusion

**SEA Equipment Updates**

The Special Education and Inclusion SEA Team has been working tirelessly with our IT department to coordinate efficient pick up and deliver of SEA devices to our students. A special thank you is extended to Vicki Adelson, Janine Small and Adam Sottile.

To ensure clarity, any technology equipment other than specialized equipment would go through the student’s school (e.g., if a student has an IEP but no SEA equipment, they would work through the principal to access a device). For any other questions around Assistive Technology please visit the following link: Assistive Technology and SEA for School Closure

We had approximately 3,868 devices (Chromebooks and iPads that are internet enabled) and 165 of the 3,868 are specialized equipment. The devices have either been delivered or are in the process of being delivered. Delivery is expected to be completed between April 30th-May 8th.

Students who require devices in order to access assistive technology (other than specialized, personalized SEA equipment) will receive devices as part of the TDSB Central Distribution Program through which families can request devices and/or internet access.

For our second phase of equipment, schools are collaborating with families and OT/PT staff to determine if specialized OT/PT prescribed equipment is required for home use. If it is determined that the equipment will safely support the student at home, the OT/PT will follow up with families to ensure safety training and proper use of equipment in the home. Should parents have questions about the SEA equipment or OT/PT equipment, they can contact their principals.

If a device was requested and is no longer needed, parents are asked to refuse the delivery and it will be returned to TDSB. If a student has already accepted their device but no longer needs it, parents are asked to hold onto the device and return it to the school when schools reopen.  
  
Parents are being directed to the TDSB link should they have questions about devices. <https://www.tdsb.on.ca/Remote-Learning/Student-Device-Support>.  
  
The Chromebook or iPad is on loan to the student for the duration of remote learning. When schools re-open, students are expected to return the borrowed device to their home school.

**Staff Role Expectations**

Below you will find a link to documents that outline the remote learning and working guidelines and expectations for different employee groups at the TDSB.

[Remote Learning and Working Guidelines and Expectations](http://www.tdsb.on.ca/Remote-Learning-Support-Resources-for-Educators/Staff-Expectations)

**Capacity Building for Teachers and Support Staff**

Special Education and Inclusion Google + Communities PL

* The Special Education and Inclusion Google + Communities are being moderated by Special Education Inclusion Coordinators and Consultants.  Resources are shared and teachers and support staff collaborate to address how to best meet student needs remotely
* Google Meets have been conducted by invitation within the communities and for school and ISP staff to discuss specific problems of practice and share ideas and resources. Google Meets held in April for MARTs had 92 participants
* Further micro PL ideas are being discussed and can be generated within the communities, often using materials and resources that are already developed-these opportunities will be posted on Key to Learn.

Autism Services:

* We continue to offer Key-to-learn webinars for staff (ABCs of ABA, Reinforcement, Self-Regulation and ABA in the Classroom: Skill Development webinar) and support to our Google Communities for all staff.
* ASD Crisis Hotline will start on Monday, April 27th as planned. The ASD team professionals who provide this service are under the umbrella of PSS and will continue to support the team. The service is geared toward parents and caregivers of students with ASD who have an active referral with the team and who have already provided consent.

CTCC:

* A professional learning plan was developed for the week of March 30th.  During this time, CTCC staff (members of the Leadership Team and Technology Team) prepared and hosted 20 webinars focused on building Elementary and Secondary Teacher and Support Staff capacity for remote learning and TDSB approved online platforms (e.g., GSuite, Brightspace).  Webinars were recorded and continue to be available to CTCC and TDSB staff.
* The [CTCC Tech Resources for Staff website](https://sites.google.com/tdsb.on.ca/ctcc-resources-for-staff) contains a wealth of information on remote learning and TDSB approved online platforms as well as links to TDSB resources.  It also contains the information for upcoming webinars and video recordings of the webinars that have already taken place.
* All staff (Teachers and Educational Assistants) who identified as needing more support were paired with a mentor to further their learning needs.
* Wednesday afternoon professional learning sessions continue to take place.

**Ministry Direction on IPRCs**

* IPRCs [Regulation 181/98](https://www.ontario.ca/laws/regulation/980181) will resume remotely. Please see attached the Ministry Memo: [Continuity of Learning for Students with Special Education Needs and Mental Health Supports](https://drive.google.com/file/d/1sEqd3DzSl22j8EskC98qfH0QatZVYgUH/view?usp=sharing)for more information
* Information regarding the virtual platform schools will use to conduct remote IPRCs is forthcoming. If a family does not have access to the internet, teleconference options will be made available.
* Due to the current unprecedented remote circumstance, we will continue with the prioritization of IPRC Reviews and SEPRC for students listed below. For students not listed below, IPRCs and SEPRCs will not be a priority and can be scheduled in September.

**Priority IPRCs and SEPRCs:**

* Students in Senior Kindergarten exiting Diagnostic Kindergarten (DK);
* All students exiting Kindergarten Intervention Program (KIP) for whom an ISP is being considered;
* Level 2 Annual IPRC review  for students currently in a Special Education Intensive Support Program (ISP) who require a transition as they are moving from school to school. **Please note all exceptional students in HSP that have Partial Integration should be considered for Withdrawal Assistance or Resource Assistance as we continue to phase out HSP and move toward inclusionary practices;**
* SEPRC consideration only for students with severe complex medical needs and students returning from CTCC programs;
* Gr.3 students for whom consideration for Gr.4 Gifted ISP with completed psychologist assessment indicating GAI 98%+ (TDSB registered students only; no SEPRC for this category)

**Ministry Direction on IEPs**

* IEPs will continue to remain in effect as continuity of learning strategies is implemented.
* Accommodations, modifications or alternative programming are not feasible; staff will work in collaboration with students and families to determine manageable solutions on a case by case basis.
* Depending on possible further extensions of school closures, IEPs most likely will be sent home electronically. We are ensuring that schools are following confidentiality procedures that include:
  + Ensuring parents agree to receive the IEP via email.
  + Ensuring the IEP is put into a PDF, encrypted and password protected
  + If the family does not have access to the internet and the family requires a hard copy of the IEP we will work with the school to ensure the family has access to it.
* Administrators are asked to work in collaboration with teachers and support staff to ensure IEP remote assessment and evaluation continues.

**Non Digital Student Learning Resources**

The data for the survey that went out to schools for non-digital print packages for grade K-8 indicates that there were 12, 000 requests for print packages with greater numbers in K- Gr.3 and Gr. 7- Gr.8. The circumstances under which students may require printed packages include but are not limited to:

* Limited/no access to technology or internet;
* No contact online to date;
* Learning needs; or
* Families facing insecure housing, other

This print resource is not intended to replace teacher programming. Teachers are ultimately responsible for programming based on the student’s strengths and needs, as outlined in the IEP, and continue to collaborate with support staff and families.

The K-8 package includes:

* a system letter,
* Special Education information including:
  + Selection of Alt. Curriculum activities parents can do at home with their children who are in DD ISPs and a Hierarchy of Prompts visual to support with these activities.
  + Visual schedule sample along with a blank for parents to create a more personalized outline of the day for their children.
  + Included are pages of images that can be used
  + First/Then chart
  + Graphic Organizer
* French Immersion and Core French

The Leadership, Learning & School Improvement team is also working on a second phase of non-digital learning resources, which will support the secondary grades. We continue to update our [remote special education resources](https://www.tdsb.on.ca/Remote-Learning/Special-Education-Resources-for-Families)  for family and staff. Parents who have any questions or concerns should contact the teacher and/or the principal.

**Summer School**

We are excited to share that summer school for students with Special Education needs will continue remotely.

* Secondary DHH students will be able to access their secondary credit courses.
* We will continue to provide DHH summer school for our K-8 students, but not our pre-kindergarten students.
* Secondary CTCC Summer School will also continue so that students can access summer credits.
* Summer School for students in our DD ISP classes will also be offered

**ISP and Congregated Site Communication**

We are ensuring ongoing communication with our Principals of congregated sites and ISP classes. We have been touching base to discuss urgent needs and burning questions. Our Principals continue to work with our Special Education and Inclusion Consultants and support staff to support students and families.

**Special Education Plan and Reveiws (IEP & ISP)**

* The Ministry has been asked if the due date for the Special Education Plan has been extended. We have not yet heard a response.
* The work we have done to revise the Special Education Plan, as shared in an earlier SEAC meeting, has been put on pause so that our full attention could be placed on the transition to remote learning.
* The IEP review and the ISP (HSP) review has also been put on pause