

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, June 18, 2020 6:30 P.M.

An on-line meeting of the Special Education Advisory Committee was held on this date.

ROLL CALL:

Claudine Burrell, Autism Ontario – Durham Chapter
Craig Cameron, Member At Large
Tara Culley, Durham Down Syndrome Association
Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
Rowin Jarvis, Learning Disabilities Association of Durham Region
Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
Carolyn McLennon, Member At Large
Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley
Special Education Officer Kyla McKee

Recording Secretary: Diane Kent

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:34 p.m.

2. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Russ Davidson Secondary Representative; Quincy James and Imran Syed, Elementary Representatives; Superintendent Margaret Lazarus, French Facilitator Sarah Mitchell and French Language Coach Shannon Wood.

SEAC Chair Eva Kyriakides advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. **Regrets:**

Regrets:

- Christine Thatcher, Trustee

Absent:

- Tara Culley, Durham Down Syndrome Association
- Kathy Kedey, VOICE for Deaf and Hard of Hearing Children

4. **Approval of Agenda:**

That the agenda for June 18, 2020 be amended adding item: 8. b) New Business.

MOTION:

THAT THE AGENDA BE APPROVED AS AMENDED.

MOVED BY: Carolyn McLennon

SECONDED BY: Trustee Donna Edwards

CARRIED

5. **Approval of the Minutes from May 21, 2020:**

That the minutes from May 21, 2020 be approved.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Carolyn McLennon

CARRIED

6. **Inclusive Student Services Report**

SEAC Members,

Our commitment is to fostering well-being and success for each individual student. During Distance Learning, our commitments to collaboration with families and student voice remain foundational to special education programming and services.

Among topics within this report, SEAC members will find information updating supports during Distance Learning, highlights of continuity of service, highlights of professional learning and opportunities for summer supports.

There are many unknowns at this time, what remains constant is a dedication to individualizing the planning for each student.

6. Inclusive Student Services Report (cont'd)

Thank you for your continued support of families and our Inclusive Student Services team.



Andrea - on behalf of the Inclusive Student Services Team



Special Education Processes Distance Learning

The DDSB website has been updated with a space for families to access resources specific to key special education processes and tools. Link: <https://www.ddsb.ca/en/programs-and-learning/distance-learning.aspx>. Resources on IEPs, IPRCs and Transitions during Distance Learning are shared publicly to support collaboration and transparency.

<https://www.ddsb.ca/en/programs-and-learning/distance-learning.aspx>

Inclusive Student Services

During Distance Learning, our commitments to collaboration with families and student voice remain foundational to special education programming and services. The following documents outline how key special education processes and tools are being amended specific to the period of Distance Learning.



Transition Planning for Students with Special Education Strengths and Needs –

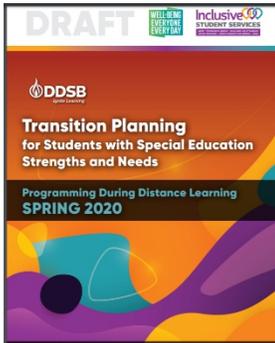
Programming During Distance Learning Spring 2020

Transition planning and preparing for September continue to be a priority for the DDSB. Whether a student is continuing in their current placement, or changing placements, comprehensive transition planning is an important part of the support provided. There are still many unknowns for September, key details and information that need to be provided before firm transition plans can be developed; as a result, the focus has been on effective and best practices for transition planning in general, ie. What strategies or tools are best to support students with specific transition needs? When the details are available, they will be applied to these strategies to develop specific plans.

During school closures, rigour and scope of transition planning is impacted. Amended individualized transition planning will occur within larger, whole class, school and district

6. **Inclusive Student Services Report (cont'd)**

adjustment to support students in moving through changes such as end of year and start of year cognizant of the range of impacts of COVID-19 and school closures. Flexible approaches, and consultation with families to consider students' individual identities, needs and circumstances that impact transitions, need to be considered in focusing scope and implementing transition strategies and supports for individual students. Collaboration and ongoing communication are essential to exploring options and determining workable strategies.



This resource tool has been designed to support schools with transition planning within the period of Distance Learning. Focus is on the macro transitions that students may be moving through whether that be, for example, entry to school, program changes or secondary to adult pathways.

Document has been released watermarked with draft highlighting that the information in the document is meant to provide foundations of transition planning and some recommended strategies based on key transitions for individual students.

A Note About Proactive Planning for September

Special Education programs will continue to require engaging tasks, both in real-time and flexible time. For most programs, a balance of hands-on activities with fundamental literacy and numeracy activities ensures the outcomes for each program type are addressed. A variety of support models (e.g. Virtual Academic Resource Rooms, provision of virtual EA support, use of web-based collaborative tools) will be used to provide varied supports.

As an example of planned flexibility, the Transition to Work Program will require some unique supports as this program is very hands-on providing experiential activities that prepare students for the world of work. Initially in distance learning, the focus has been on:

- Supporting teachers in developing /accessing online programs and virtual activities for TWP students that are fun, offer real-world examples and assistance to students transitioning into the workplace.
- Through guided exercises, basic financial literacy and numeracy, role-playing activities, employment quizzes/questionnaires, video tutorials, and visual prompts, etc.
- Support students with various learning styles in gaining the skills required to get and keep a job and become confidently independent in their communities.
- Implementing physical and social activities that can be done in their homes/communities/online with peers to enhance their employability skills, social skills, community-based life skills, and health and safety. For example, ADL practices, maintaining employability skills via chores and daily practices during COVID-19.
- Assisting teachers, students and their families with accessing services and community programs/ resources that support the student's needs, interest in strengths. For

6. **Inclusive Student Services Report (cont'd)**

example, virtual social skills clubs, leadership programs, and various online opportunities that support their goals, independence, and self-advocacy.

As we move into the fall, a continued adjustment may be needed. Focusing on things such as health and safety, communication skills, determining workplace interests, resume writing, and employability skills as a whole can and will be areas TWP classes will be more than able to focus on through distance learning or potentially a blended instruction model.

Supporting Students and Families During School Closures

Shout to our community and our partners who are part of the Make a Difference team

The Make A Difference 'Students in Need' fundraiser has mailed Grocery Gift cards to 1469 student's homes for a total amount of \$43,000 to date. Community groups, such as the Whitby Care Mongers, have contributed significantly to supporting these critical resources for families across Durham Region.



Launch of AdraCare

We are in unusual times which require new and unventured initiatives to create better connections with important contact, be they friends, loved ones, or our usual health care providers. While Ontario remains under a state of emergency to continue efforts to 'flatten the curve,' the requirement for essential practices continue. Considerations include: family meetings with school members, central teaching staff and/or DDSB Clinicians, as well as student contacts with Professional Services staff.

To facilitate and personalized these contacts, the Durham District School Board has purchased a video conferencing platform through a Canadian company, *AdraCare*. Our Information Technology department has ensured that this platform meets all the technical requirements pertaining to security features. Our Legal department has ensured that it meets all of the legislated requirements pertaining to privacy. Program launched officially Thursday, June 11th for Inclusive Student Services, across our 130 schools and with other key DDSB departments with connection to support transition and pathway planning such as Student Success/Secondary Curriculum.



Instructional Facilitators-Role Focus During Distance Learning

The Special Education Instructional Facilitator team has supported Distance Learning in a variety of ways, including a collaborative effort to develop Google Communities for each Special Education program to allow teachers of these programs to connect and share ideas and resources for creative distance learning activities. The team also collaborated to develop a Universal Design for Learning Google Community to support all teachers in programming for special education strengths and needs.

6. Inclusive Student Services Report (cont'd)

Special Education Instructional Facilitators have also supported the adjustment of IEPs to distance learning, the development of a virtual IPRC process, and comprehensive placement decisions for our Special Education programs.

Clinical Supports for Students

Speech-Language Team Connections

This team continues to connect with families and educators to provide support in creative ways. They have created an educator website highlighting the most requested resources and continue to collaborate with educators in the early grades to support Distance Learning for all students. Every Friday at 1:30pm, a member of the team brings a story to life during Story Time through Instagram Live, highlighting important vocabulary. The team continues to promote language and hearing awareness through an informative social media campaign. A virtual speech and language “room” with informative resources and links to support educators and families has also been created.

The team has tracked the following engagement data:

- 43 average Story Time live views
- 176 average Story Time views in the 24-hour period following the live reading
- 388 unique views in the virtual speech and language “room” in the first 2.5 weeks after launch

Social Work Support During Distance Learning

During the Distance Learning period the Social Work team has been very active in providing system and student supports. Initial activity centred around checking in with students who were active on service to ensure that supports were in place. Additionally, staff quickly mobilized to create a robust resource document of “Essential Services for Durham” which is updated weekly and provides families and students with much needed formal and informal support options. In partnership with Psychological Services staff, Social Work staff contributed to the Board’s online *COVID-19: Resources for Families and Youth*; contributed to the development of the school response to student risk, *Student Safety and Risk Considerations When Engaging Students in Distance Learning During the COVID-19 School Closures*. Social Work staff continue to provide direct service to students, currently via tele-practice and we anticipate soon by a virtual platform, to support their mental health. The team is actively pivoting practice approaches to adapt to a distance format and we are currently piloting online groups for students, focusing on mindfulness and regulation.

Psychological Services Support During Distance Learning

Psychological Services staff have revised services to remain responsive to the needs of students, families and schools during this period. They have retained their service functions of: providing **consultation** to schools and families during Distance Learning; continuing with **direct service** to students via teleconferenced student 'check-ins;' supporting schools and families by providing **crisis support** in response to tragic events and concerns about suicidal risk; and continuing with **capacity building** by offering weekly PD sessions via "*Tuesdays with Psychological Services*." On a system level, Psychological Services has contributed to the online resource, *COVID-19: Resources for*

6. **Inclusive Student Services Report (cont'd)**

Families and Youth; as well, staff have helped formulate school response to student risk, *Student Safety and Risk Considerations When Engaging Students in Distance Learning During the COVID-19 School Closures*. Finally, Psychological Services has been working with other members of Inclusive Student Services to formulate guidelines for effective transition planning for school re-openings, *Transition Planning for Students with Special Education Strengths and Needs*.

Grove Summer Learning Program



Grove School by creating safe, welcoming, inclusive learning spaces for excused pupils of boards whose primary need is for care and/or treatment or rehabilitation, promotes well-being for students and provides support to ensure that they can maintain continuity of education, access to curriculum and academic growth to reach their full potential every year. By providing access to education and promoting a sense of belonging during periods of care and/or treatment or rehabilitation, barriers to success and engagement are reduced to ensure equity.

Grove's summer remote learning education programs will provide opportunities and critical support to meet the needs of youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services. CTCC summer programs are voluntary collaborative partnerships between Grove School and government-approved facilities including children's mental health agencies, hospitals, youth detention centres or community-based youth justice centres.

The delivery of Grove's summer school and summer learning will include both July and/or August sessions employing a combination of remote and online learning. Program offerings include non-credit programs for students with developmental disabilities, credit recovery, full credit courses, and Grade 8 Reach Ahead credits. Summer sessions run from June 29-July 24 and/or July 27-August 21. Extended sessions are also available from June 29-August 7 or June 29-August 14. Projected enrollment is roughly 120 students.

Successful distance learning new practices will continue in use by Grove's summer school teachers. Promising practices including digital platforms Google classroom, G-suite features, and D2L will be the delivery methods for most of the summer education programs with print resources flexibly made available for more independent learning activities, if appropriate. At Grove, the student experience matters most: Educators will prioritize relationships and connections with students to support their well-being.

Ensuring equity of access and opportunity in summer school for students of Grove School within our new context supports inclusive Distance Learning experiences that reflect the individual needs and circumstances of vulnerable students and their families.

Special Education Plan – Reflection of the 2019-2020 School Year

One of the purposes of a school board's special education plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education. Submitted to the Ministry at the end of the school year on a bi-annual cycle, 2019-2020 is

6. Inclusive Student Services Report (cont'd)

not a reporting year. The Inclusive Student Services Leadership team felt however that the commitment to ensuring reflection of the 2019-2020 be made public was one of importance. The DDSB Special Education Plan (2020) will be posted to the website in July and a notification sent to SEAC with request for sharing within your organizations.

Standards for Special Education Plans:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.pdf>

Continuing Collaborations in Service to Students and Families

Inclusive Student Services teams have continued to foster strong collaborations in service of students and families. This month we highlight:

- We thank members of the Vision Resource Team for providing valuable input to the Ontario College of Teachers as further Additional Qualifications courses are mapped in support of students with vision loss or impairments.
- The Durham Regional Integrated Planning Committee, supporting at risk youth, continues to meet with increased frequency as services are refined to meet the needs of youth in Durham. Leaders from the partner organizations engage in dialogue focused on shared commitment for strengthen supports and outcomes while seeking opportunities to for fiscal efficiencies to stretch funding to meet needs.

NEW FUNDING: Summer 2020 Supports for Students

On May 29th, the Ministry of Education released a Summer Supports for Students memo which outlined the following augmentations to summer learning with related funding:

- Regulated mental health professional to provide direct supports for students on existing caseloads and to respond to crisis situations
- Staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants
- In person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-2021 school year for students with special education and mental health concerns. School boards will have flexibility to design programs within their funding allocation to address student needs based on local priorities.

Planning has commenced to leverage these new supports and will be further refined once the Transfer Payment Agreement details are available. For example, the Clinical Teams (Psychological Services, Social Work Services, Speech and Language) are laying the groundwork for mental health services for students over the summer months. These unique opportunities signal support from the Ministry to prioritize student mental health and well- being for students with anticipation of the pressures of fall transitions.

Highlight of Professional Learning Offered During Distance Learning

Early Years Professional Learning

Inclusive Student Services team, in partnership with the School Based Rehabilitation Team, the Early Years department and through Grandview Children's Centre, has been

6. Inclusive Student Services Report (cont'd)

refining training for Kindergarten teams to support students with special education accommodation needs. The teams are co-facilitating professional learning sessions this month including: Sensory and Self-Regulation, Self-Help Skills, Tricky Transitions and Anxiety & Stress Management.

Technology Programs – 1:1 Educator Device Program

In partnership with IT Services department and Inclusive Student Services department, the Innovation department has successfully transitioned its staff device programs (Instructional Laptop Program & Educational Assistant Chromebook program) to an online experience. Staff now have the ability to complete their device training online and then receive a device through a courier directly to their homes where they can be remotely configured for Distance learning. In the past three weeks, more than 150 Educational Assistant Chromebooks and 70 Teachers have received devices after completing their online certification.

Living Works Start Update

Living Works Start is an interactive, online training program to support individuals with the skills and knowledge to help keep others safe from suicide. The training was engaged at the onset of Distance Learning as the course helps us respond during a time of heightened stress as well as specifically coaches skills when these critical conversations are occurring through digital media (text, video) or phone. As of June 8th, 566 DDSB staff had completed the training and a further 171 were engaged in the learning about suicide intervention.



Highlight of Other Professional Learning Offered During Distance Learning – May/June

| Learning Opportunities | Date | Participants |
|---|---------|--------------|
| The Effective Use of Prompts | May 5 | 40 |
| KTEA3 Refresher | May 12 | 25 |
| D2L Group Contingencies - Q & A Drop-In Session | May 12 | 15 |
| Ajax/Pickering Virtual SERT Capacity | May 13 | 69 |
| SERT Chats - Port Perry Family of Schools | May 13 | 0 |
| SERT Chats - Brock Family of Schools | May 13 | 6 |
| Oshawa Virtual SERT Capacity | May 13 | 73 |
| Whitby Virtual SERT Capacity | May 13 | 38 |
| SERT Chats - Uxbridge Family of Schools | May 14 | 11 |
| D2L If/Then Q & A Drop-In Session | May 19 | 11 |
| The Essentials of Behaviour Generalization | May 19 | 40 |
| The Essentials of Behaviour Generalization | May 26 | 45 |
| The Effective Use of Prompts | June 2 | 40 |
| Contingency Maps | June 3 | 35 |
| Token Economy | June 5 | 37 |
| Behaviour ABC's | June 9 | 41 |
| Promoting Self Help Skills | June 16 | 83 |

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|--|---------|----|
| Behaviour ABC's | June 16 | 40 |
| Understanding Sensory Processing | June 18 | 90 |
| Mental Health Considerations following Quarantine for Kindergarten and the Transition Back to School | June 23 | 68 |

SPECIAL EDUCATION PROCESSES DISTANCE LEARNING

Special Education Processes During Distance Learning

- Over the course of these past weeks of distance learning we have had to reconfigure some processes and supports; to help the system with these shifts, we developed three significant resources to date: IEPs for Distance Learning, IPRCs in Distance Learning and Transitions during Distance Learning;
- Each of these is now posted on the DDSB website available to all DDSB staff and families

Launch of Adracare

- This week we saw the launch of AdraCare, our secured virtual platform to host IPRCs and student information meetings as well as for clinical staff to provide virtual services when appropriate

Professional Learning Opportunities

- Inclusive Student Services (ISS) continues to leverage partnerships across departments and with our community partners;
- In recent weeks we have planned and delivered in partnership with Grandview Children's Centre three sessions to support our youngest learners: Sensory and Self-Regulation, Self-Help Skills, Tricky Transitions and Anxiety & Stress Management.
- ISS partnered with Curriculum coaches and facilitators to deliver PD for important resources like BAS and PRIME to support the use of these tools in our Spec Ed programs as well as in the mainstream, providing important assessment and targeted interventions
- Educational Assistants have had a number of new PD opportunities through the partnership of Innovation, Curriculum, Professional Services and other Inclusive Student Services staff, including the Educator Device program, which has a device deployed to them once all courses are completed and the Living Works Start program has provided training to help keep others safe from suicide, as well as a number of other real-time and on-demand modules for various topics. We would like to highlight from the report that as of June 8th 566 DDSB staff had completed the Living Works Start training and another 171 were in progress of completing it.

Ministry Pilot Program to Support Transitions of Students with Developmental Disabilities

This is the final year for this pilot, although we have heard that we may in fact receive an additional year to extend this important work. Our report has been submitted to the ministry, prepared by Sade Gbalajobi our Transition Coordinator funded as a lead board by this project. The data collected to date has been instructional in helping us evolve our

6. Inclusive Student Services Report (cont'd)

support system for students with developmental disabilities as they transition to life beyond high school. Here are some important data highlights:

- 615 students were supported by the Transition Coordinator; these students would be registered in our Developmental, Practical Learning or Transition to Work programs
- 142 of the students currently accessing these programs have an identification of a Developmental Disability

As we approach the end of the 2019-2020 school year, of these 142 students, 44 students are moving to life beyond high school:

- 21 students- will move to a Community Pathway support program
- 5 students - will move to a Postsecondary Education, most often the CICE programs at Ontario colleges
- 12 students - will be moving to the world of Work
- 6 students - have not yet selected their fall pathway plan

Also, of note:

- 106 students - Number of transition meetings that involved a community programming partner (through the work of this pilot this is a significant increase in the involvement of Community Living Durham specifically)
- 3 students - Number of transition meetings that involved a culturally specific community partner
- 98 students - students with a developmental disability have been supported with work readiness programming

7. Presentation:

The focus of the presentation, about the current DDSB French Language Program Review was intended to 1) provide the committee with information about the review and 2) opportunity to provide input.

Superintendent Margaret Lazarus introduced Sarah Mitchell, French Facilitator and Shannon Wood, French Language Coach. As a team, committee members were provided overview: “DDSB French as a Second Language (FSL) Review of Programs”. Information was provided on: The Ministry of Education’s Mandate for FSL; Benefits of Learning French and the DDSB Model of FSL Programming. SEAC members were given the opportunity to provide feedback virtually through a padlet. The FSL team also answered questions from committee members.

8. a) Business Arising from the Minutes:

The list of SEAC generated open discussion topics was e-mailed to committee members on May 25, 2020.

8. b) New Business

An additional SEAC meeting is proposed for Tuesday, July 7, 2020. The proposed agenda to include a presentation from the Business & Finance team and finalization of deputation key points.

MOTION:

THAT AN ADDITIONAL SEAC MEETING HAS BEEN APPROVED AND WILL BE HELD VIRTUALLY ON TUESDAY, JULY 7, 2020.

MOVED BY: Hanah Nguyen

SECONDED BY: Claudine Burrell

CARRIED

8. c) Open Discussion Period

The open discussion period was used to discuss the following topic:

- **Transitions into September**

Rowin Jarvis noted there is a sense from students within the Learning Disabilities community that if students are going to pass, they do not need to do the school work. Rowin requested if a communication update could be provided from the Board so students will know their options.

Carolyn McLennon asked if there are any summer support programs for students currently in Grades 9 and 10, as some students have now disengaged from Distance Learning.

Superintendent Andrea McAuley responded jointly to both Rowin and Carolyn's questions. Andrea stated that it has been a global pandemic, and that COVID-19 and school related closures did not hit one municipality teams have been working in collaboration with other Districts to leverage shared thinking. The Board is expecting feedback on planning from the Ministry in terms of what school is expected to look like in September. She also noted that detailed planning has already started including school Administrators. Throughout the school closures, Administrators have been phenomenal in being able to think through the well-being, learning and operational aspects of schools for students and staff. Andrea also mentioned that the summer supports inquiry will be addressed later in the meeting under item 9). Staff Reports – Administration.

Craig Cameron shared a letter written by his son Sam regarding elementary students transitioning to alternative Family of Schools secondary schools and concern for not been given the opportunities to catch up to the on-line Distance Learning curriculum that has been provided for students following the school pathway within a Family of Schools.

8. c) Open Discussion Period (cont'd)

Superintendent Andrea McAuley responded that summer learning for staff and professional learning for the next school year is concentrated in three areas: equity; well-being trauma informed practices and success. Andrea noted that leveraging digital programs for staff and students during this time; may be in a situation of blended environments and to grow those practices within the google classrooms, as fluidity may be necessary if there is a second wave of this pandemic.

Hanah Nguyen asked if the school board had received the transitioning back to school recommendations from SickKids Hospital that were released June 17th.

Superintendent Andrea McAuley replied that the Board was pleased to receive the documentation from the SickKids Hospital. The document has gone out to the DDSB Operations Re-Opening Steering Committee and Senior Team for review.

Claudine Burrell noted that she has been speaking to many families who have children diagnosed with Autism and are entering school for the first time. Families have confusion and fears of their child's needs not being met within the classroom Pre-pandemic school and classroom tours were available; also added to the family's fear, is it safe to send their child to school due to the pandemic.

Superintendent Andrea McAuley noted that schools have been unable to facilitate on site "Welcome to Kindergarten" sessions during the pandemic but many have supported in other, digital based, ways. Transitions for students with special needs also includes the parents in building trusting relationships to entrust schools with the care of their child. Special Education Officer Kyla McKee also provided an overview on how the Inclusive Student Services team, in partnership with the School Based Rehabilitation Team, the Early Years Department and through Grandview Children's Centre have been refining training for Kindergarten teams to support students with special education accommodation needs.

9. Staff Reports:

Administration:

Superintendent Andrea McAuley

IPRC Update

Adcracare has been launched as our secure platform for virtual meetings including IPRCs. We appreciate the patience of our school teams and families as the platform was secured and DDSB specific interface built. Commitment to confidentiality and privacy of student data was key in the decisions made.

All families of students with special needs were offered the opportunity to be part of annual reviews with phone or Adcracare as platform. As of June 16th, 48% of IPRCs were fully completed with approximately another 20% of IPRC meetings completed with the electronic file being finalized.

9. Staff Reports: (cont'd)

Superintendent Andrea McAuley (cont'd)

Summer Learning Supports for Students with Special Education and/or Mental Health Needs

On May 29, 2020, Directors of Education received Memo 2020:SB04, 2020 Summer School and Summer Learning Opportunities from the Ministry of Education. The memo detailed a number of summer learning opportunities, including supports for students with special education and/or mental health needs. Funds have been provided to mitigate learning loss and to foster preparedness for the 2020-2021 school year.

Although the Durham District School Board (DDSB) has not yet received the Transfer Payment Agreement (TPA), preliminary planning and commencement of actions has been mobilized to ensure programming supports are in place for July and August. Total funding commitment to DDSB: **\$520,334.00**

Three Program Focus and Funding:

1. Regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations
 - DDSB Funded at: \$186 259.00

Highlights: Three Tier Model of Support

- Tier One: Psychoeducational Podcasts on Mental Health topics
 - Tier Two: Direct service support for students with mental health needs
 - Tier Three: Crisis response for students/families, including liaison with community partners
 - Supports for Student Transitions – clinical consultancy team
2. Staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resources teachers and educational assistants
 - DDSB Funded at: \$162 003.00

Highlights:

- SERTs for Summer Learning including facilitation of a Virtual Learning Hub (Academic Resource) and Credit Recovery Specific support
 - Educational Assistant Support
 - DASS Program Support GLE supported students
 - Interpreter Support (August Session/single student)
3. In person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-2021 school year for students with special education needs and mental health concerns. School boards will have the flexibility to design programs within their

9. Staff Reports: (cont'd)

Superintendent Andrea McAuley (cont'd)

funding allocation to address student need based on local priorities. Eligible expenditures: Educational Staff (teachers, educational assistants), Professional/Paraprofessional Staff (e.g., mental health professionals, speech-language pathologists, psychologists, child & youth workers etc.), program materials and Administrator/Supervisor expenses

- DDSB Funded at: \$172 072.00

Highlight:

- School based model to provide transition support to 5-6 students of focus per school

Wrapping Up the 2019-2020 School Year

As this is the final Administrative Report to SEAC for the 2019-2020 school year, a moment for a few key thank yous.

Thank you to our school team who pour compassion and skills into supporting students. Commitments to student well-being and success spring forth from stories shared by families of individual students.

Thank you to each Inclusive Student Services Team member. In Durham, with the support of our Trustees, we are fortunate to work as an integrated team with professionals across professional groups combining skills and experiences in service to students. This spring, the team has shone in the details of individualization, cognizant of families and within the layers of system response planning. I am proud to have the privilege of being part of the ISS team as Superintendent for the team which includes our DDSB Grove staff.

Thank you to SEAC. Each member brings an important and unique lens; individually and together as a committee you continue to help us shape and refine services for the students and families of Durham Region. This year, we acknowledge your input this year specific to the finalization of the Intervention Pathway, Dress Code and (tonight) the French Second Language Review. Thank you.

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on: Student Trustee Recognition; Culturally Responsive and Relevant Pedagogy and the Human Rights of 2SLGBTQ+ Students and Families; Annual Operating Plan – End of the Year Update and Anti-Black Racism Strategy Update at the Board meeting that was held virtually on Monday, June 15, 2020

Superintendent Margaret Lazarus provided further information on the Anti-Black Racism Strategy Update highlighting the “Invitation into Courageous Conversations about Race” resource. The intention of the resource is to build organizational capacity to engage in ongoing “courageous conversations” about the intersections of race, equity, and social justice. She also answered questions from committee members.

10. Association Reports:

There were no association reports at this time.

11. Correspondence:

There was no correspondence at this time.

12. Community Concerns:

Over the last few weeks, we have been reminded of the impact that Anti-Black Racism has on individuals and communities. Rowin Jarvis shared his own personal experience and noted that it is a time for everyone to be authentically listening and supporting people speaking of their experiences.

13. Celebrations and Success:

Claudine Burrell shared a personal experience of a family members echoing the importance of dialogue and action related to Anti-Black Racism. She also spoke to celebrate SEAC's last meeting of the school year with the following meeting highlights:

- The Inclusive Student Services team's adaptability and flexibility to ensure parents and students have what they need during these very unforeseen times.
- The collection of parent/guardian thoughts, ideas and suggestions on how the DDSB can meet FSL programming for Core French and French Immersion while balancing the needs of all students and staff for high quality inclusive education.
- The "Invitation into Courageous Conversations about Race" resource, will help families that SEAC associations currently assist but will also apply in the workplace.

Superintendent Andrea McAuley appreciated and thanked committee members for their openness and honesty as individuals and their commitments to working together. Andrea noted that she is looking forward to conversations continuing to authentically change the experience for students and families.

SEAC Chair Eva Kyriakides thanked the Inclusive Student Services Department for the support they provide to SEAC. One of SEAC's goals this school year was to raise awareness within the community and this goal was successfully achieved with the Board's support.

14. Next S.E.A.C. meeting – July 7, 2020.

15. Adjournment:

That the meeting does now adjourn at 8:34 p.m.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Rowin Jarvis

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair