

**Special Education Advisory Committee
Meeting Minutes
Limestone District School Board**

November 21, 2018

A meeting of the Special Education Advisory Committee was held in Barry C. O'Connor Board Room at the Limestone Education Centre, 220 Portsmouth Avenue, Kingston, Ontario, on Wednesday, November 21, 2018, at 6:00 p.m.

Present:

Trustees: K. McGregor, Chair
A. Ross, Trustee

Members: C. Whalen, Family & Children's Services, Frontenac, Lennox & Addington
D. Jalovcic, Learning Disabilities Association of Kingston
S. Henderson-Todd, Lennox and Addington Resources for Children
N. Nicholson, Autism Ontario-Kingston Chapter
E. Sheldon, Community Living Kingston
B. Shoniker, Member-at-Large

Staff: S. Burnett, Special Education Program Coordinator
K. Leggett, Vice-Principal of Educational Services
A. McDonnell, Associate Superintendent, Learning for All
J. Murphy, Special Education Program Coordinator
L. Rousseau, Educational Services and Safe Schools Coordinator
D. Scarlett, Principal of Educational Services

Regrets: C. Tooley, Down Syndrome Association Kingston
A. Collins, Easter Seals
N. Carson, Epilepsy South Eastern Ontario
H. Box, Special Education Program Coordinator
L. Conboy, Mental Health Lead
A. Martin, Member-at-Large (Queen's University)

Recorder: Liz Strange, Records Management Coordinator

1. Welcome

Trustee McGregor called the meeting to order, welcoming all those in attendance to the meeting.

Trustee McGregor read the Indigenous greeting:

"The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit and other First Nations from across Turtle Island.

We honour their cultures and celebrate their commitment to this land."

2. Approval of Agenda

MOVED BY: B. Shoniker, that the agenda, as presented, be approved. Carried.

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. Business Arising From the Minutes

None at this time.

5. Community Partner Presentation: Family and Children's Services of Frontenac Lennox and Addington – Charlene Whalen

C. Whalen stated that the mandate of the Family and Children's Services of Frontenac Lennox and Addington is:

- To provide case management, supportive counselling, individual program plan development and monitoring, referrals, advocacy, assessment services to resident families of Lennox & Addington County with children from birth to 18 years who have a developmental disability
- To support the development of quality services for children with developmental disabilities
- To educate the public and professionals as to the issues, rights and needs of children with developmental disabilities

Lennox & Addington Family and Children's Services began by submitting a proposal to MCSS in 1980 and funding (\$39,000) was granted to run pilot service in spring of 1981. Today the L&A Family Support Program supports approximately 85 children and employs 1.8 FTE. Nine Children are funded through the children with complex special needs funding and the FSW provide the case management and oversight to the directives for these plans. 7 of the 9 children are placed in out-of-home residential settings and 2 children are supported with very enhanced respite plans within their family home.

Kool Kamp provides supports for children with special needs in Lennox & Addington County to attend. Kool Kamp is a day respite program for children ages 4-18 offered one week during March break and 7 weeks throughout the summer. This year will be the 17th camp season.

The organization has active participation on a number of community planning tables and committees:

- Children's Special Needs Steering Committee and COP
- SEAC
- Frontenac, Lennox & Addington Pressures and Priorities Table
- Transition Planning Committee
- Association of Family Support Workers of Ontario
- Frontenac, Lennox & Addington Focus Group
- Frontenac, Lennox & Addington Children's Case Resolution Committee

The organization continues to provide advocacy on behalf of our client families regarding the current needs of children and families in our county, and continues to provide education regarding the issues, rights and needs of individuals with developmental disabilities.

6. Educational Services Update: Reporting our Vision for the Future – Enhancing Special Education Services in our Board – Lynne Rousseau – Educational services and Safe Schools Coordinator, Principal Darlene Scarlett and Associate Superintendent McDonnell

L. Rousseau spoke to differentiating supports equitably based upon demographic and socio-economic needs. She explained the differences in the tier levels of support:

- Tier 1 - Supports for ALL students: school or class-wide well being promotion programs
- Tier 2 - Supports for SOME students: support for at-risk students
- Tier 3 - Supports for a FEW students: specialized interventions

Student Support Counsellors support the needs of students with social, emotional, behavioural and/or attendance issues in elementary schools.

Adolescent Care Workers support the needs of students in secondary school with social, emotional, behavioural and attendance issues. There is one worker per secondary site.

School Attendance Counsellors provide intensive support and intervention for high risk students related to attendance issues at both elementary and secondary schools..

- Early identification and intervention
- Problem solving with students, families and schools
- Referrals and collaboration with community partners to address attendance and contributing challenges.

D. Scarlett shared highlights from the Educational Services Learning Series calendar, which include sessions on learning disabilities, Google Read & Write, IEP and Report Card support, and more.

7. Correspondence

- Peterborough, Victoria, Northumberland and Clarington Catholic District School Board

Associate Superintendent McDonnell stated that this letter was referring to the recent changes to Special Education funding. In August 2018, the Special Education Per Pupil Amount () funding increased, but the Special Incidence Portion (SIP) funding has decreased, which can have either a negative or positive effect on individual school boards.

- Upper Grand District School Board

Associate Superintendent McDonnell stated that this letter encouraged the Ministry of Education to amend the education act so that school boards shall promote awareness of permanent brain injuries resulting from prenatal alcohol exposure along with best practices to support pupils who may have Fetal Alcohol Syndrome Disorder.

8. Association Updates

As circulated with the meeting package.

9. Other Business

- i) Ministry Updates – Associate Superintendent Alison McDonnell

None at this time.

- ii) Policy on Accessible Education for Students with Disabilities (Ontario Human Rights Commission)-Associate Superintendent Alison McDonnell

The Ontario Human Rights Commission (OHRC) has released its new policy on Accessible Education for Students with Disabilities along with recommendations.

LDSB Senior Staff has reviewed the document, and it has been shared with the Accessibility committee and the Educational Services team. The document is an update from the 2004 guidelines.

The OHRC has maintained its policy positions in key areas, including:

- a definition of disability that recognizes the impact of “social handicapping”
- an emphasis on accommodations that promote integration and full participation
- recognition of the central importance of inclusive design in the education context
- recognition that students with disabilities are individuals first, and should be considered, assessed and accommodated on an individual basis
- acknowledgement of the unique ways in which students who identify by the ground of disability, along with one or more additional Code grounds (e.g. race, ancestry, sex, sexual orientation, etc.) may experience discrimination (i.e. the concept of “intersectionality”)
- the principle that accommodation is a responsibility shared by all parties to the process
- a reaffirmation of the high standard of undue hardship

The Recommendations to school boards and private educational providers are:

16. Communicate effectively to students, parents, guardians, support persons, etc. through multiple platforms and forums about the right to disability related accommodation, the right of students and parents to participate in the accommodation process, the primacy of the Ontario Human Rights Code, the applicable legislation and requirements, and the dispute resolution options.

17. Provide timely and effective accommodation (e.g. by providing early assessment, early intervention or interim accommodation while waiting for a professional assessment), and refrain from obstructing or delaying the accommodation process by rigidly insisting on formalities, unnecessary professional assessments, or diagnosis information.

18. Monitor and support education providers to respond appropriately to new or changing demands in the provision of educational services (e.g. an increase in the number of accommodation requests related to mental health disabilities).

19. Ensure that all staff and faculty understand the rights and responsibilities set under the Code, the principles of UDL, and are properly trained to respond to disability issues that arise in the primary and secondary educational experience.

20. Identify and end the improper use of exclusions wherein principals ask parents to keep primary and secondary students with disabilities home from school for part or all of the school day (and the role that an improper use of section 265(1)(m) of the Education Act may be playing in this practice).

21. Ensure that money currently geared toward the accommodation of students with disabilities is used to remove barriers to inclusive participation and provide supports to all students with disabilities and their teachers.

22. Implement Universal Design for Learning (UDL) across all education systems, while continuing to provide accommodation based on individual needs.

23. Collect, analyze and make publicly available intersectional, demographic data on students with disabilities and accommodations provided. This data should also identify the nature of the disability (e.g. physical, developmental/ intellectual, mental health, etc.), and be disaggregated to determine whether the student identifies with any other Code ground (e.g. sex, race, Indigenous ancestry, etc.). Data collected should include:

- i. number of students with disabilities in mainstream classrooms versus self-contained classrooms (primary and secondary levels only)
- ii. number of students with disabilities who are disciplined or excluded from school
- iii. length of time taken to provide interim and final accommodations from the date of the accommodation request (or when the need is known)
- iv. length of time taken to resolve accommodation-related disputes
- v. length of time taken for students with disabilities to complete their programs
- vi. number of students with a disability who leave their programs before graduating
- vii. information that would allow for an analysis of disparities in availability of special education supports for students in urban, wealthy school districts versus students from rural, Northern, remote, Indigenous, and/or impoverished school districts

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iii) SEAC Membership

SEAC members will be appointed by the new Board of Trustees for the next four-year term at the January 23, 2019 Board Meeting and will begin their term in February 2019.

10. Next Meeting Date

December 19, 2018

11. Adjournment

MOVED BY: Trustee Ross, that the meeting adjourn.

The meeting adjourned at 7:40 p.m.