

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

**Wednesday, November 20, 2019**

**Limestone District School Board Education Centre**  
**220 Portsmouth Avenue, Kingston**

**6:00 pm**

Indigenous Acknowledgement:

“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.”

**AGENDA**

- 1. Welcome**
- 2. Approval of Agenda**
- 3. Declaration of Conflict of Interest**
- 4. Business Arising From the Minutes**
  - Topic ideas for information and discussion at future SEAC meetings
- 5. Educational Services Update-Reporting Progress: Building our Vision for the Future-Enhancing Special Education Services in our Board-Oral Language Enrichment Groups: Jennifer Cumming, Speech Language Pathologist, Maddy Gill, Communicative Disorders Assistant, Principal Darlene Scarlett and Associate Superintendent Alison McDonnell**
- 6. Correspondence (attached)**
- 7. Association Updates (Attached)**
- 8. Other Business**
  - i) Ministry Updates – Associate Superintendent Alison McDonnell
  - ii) The Provincial Parent Association Advisory Committee on Special Education

- Advisory Committees (PAAC on SEAC) Survey-Chair Karen McGregor  
iii) SEAC Goal Setting-Chair Karen McGregor

**9. Next Meeting Date**

December 10, 2019 at 6 p.m.

**10. Adjournment**

Reallocation of Resources	Short-Term: 2019-2020 School Year	Progress: Sept 2019 - Nov 2019	Progress: Dec 2019 - Mar 2020	Progress: Apr 2020 - June 2020
<p><b>Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.</b></p>	<p><b>Use of provincial report card for all elementary students who are accessing modified curriculum who have a developmental disability when appropriate</b></p>	<p>Ongoing-Second year of implementation.</p>		
	<p><b>Implementation of recommendations from internal review committee of the current service delivery model for secondary school to community services</b></p>	<p>LDSB Working Committee focused on writing K-Course expectations.</p>		
<p><b>Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.</b></p>	<p><b>Support District Learning Centre (Behaviour) staff with the implementation of Zones of Regulation and Stuart Shanker Self Regulation practices</b></p>	<p>On-going support for staff of District Learning Centres in the implementation of self regulation strategies for students; Supports have also focussed upon the physical set up of the classroom to enhance self regulation skill development (e.g., flexible seating, quiet areas).</p>		
	<p><b>Support District Learning Centre (Behaviour) staff with targeted academic programming to meet the needs of all learners.</b></p>	<p>On-going support to develop class and learner profiles and the use of diagnostic assessments to inform goal setting and program development.</p>		
<p><b>Restructuring some Educational Services teams/groups to increase consistency of In-school supports, build school capacity to meet needs of students and effectively allocate resources.</b></p>	<p><b>Human Resources and Educational Services will monitor implementation of changes to EA allocation process</b></p>	<p>Ongoing monitoring of changes to EA Allocation process to inform next steps.</p>		
	<p><b>Expand the Oral Language Enrichment Groups implemented by Speech and Language Pathologists and Communicative Disorder Assistants to include Grade 1</b></p>	<p>A total of 34 Oral Language Enrichment Groups across 26 schools are currently in progress.</p>		

	<p><b>Continue implementation of clinical mental health assessments and mental health supports by Social Workers in secondary schools and north end elementary schools</b></p>	<p>As of November 1, 2019 there have been 23 referrals to Social Workers for clinical mental health assessments in the north end elementary schools and 150 referrals for clinical mental health assessments in secondary schools.</p>		
	<p><b>Implement the role of Board Certified Behaviour Analyst (BCBA) to support school staff with training and implementation of Applied Behaviour Analysis (ABA)</b></p>	<p>Interviews for BCBA position took place on November 8, 2019.</p>		
<p><b>Differentiating supports equitably based upon demographic and socio-economic needs.</b></p>	<p><b>Review the Student Support Counsellor, Adolescent Care Worker, Social Worker, Student Attendance Counsellor, Clinical and Speech Language staffing allocation model to optimize in-school supports.</b></p>	<p>Adolescent Care Worker (ACW) review has begun with communication of the process to ACWs, Secondary Principals and the Federation. The goal of the review is to better understand the current role of the ACW and ensure that resources are allocated equitably within the system.</p>		
<p><b>Learning For All</b></p>	<p><b>Build capacity with all school staff to:</b></p>			
	<p><b>support the needs of all students within an inclusive environment</b></p>	<p>SST/LPS inservice to review Special Education policies and practices; Presentation to New Teacher Induction Program (NTIP) around inclusive education and supporting all students; Ongoing support by special education program coordinators and consultation based on school requests.</p>		

<p><b>support the development and implementation of exemplary Individualized Education Plans (IEPs)</b></p>	<p>Creation of a resource with examples for bumping up/improving IEPs; September SST/LPS Inservice focused on building consistency and reviewing best practices related to IEP development; Launch of IEP Mindsonline resource for all educators; Ongoing school PD and consultation support as requested.</p>		
<p><b>support the implementation of Applied Behavioural Analysis (ABA)</b></p>	<p>Ongoing support from Autism Team for approximately 80 referrals from across district; Half Day ABA workshop offered to three elementary schools; Provided Learning Series on Practical Strategies for supporting students with ASD and on Behavioural Skills Training; School to Community Services (SC) Team offered session for SCS Teachers on Weaving ABA Strategies into Student Safety Plans (November PA Day).</p>		
<p><b>support the implementation of Behaviour Management Systems (BMS)</b></p>	<p>217 staff have participated in Behaviour Management Systems Training.</p>		
<p><b>support the development of social and emotional learning and self-regulation</b></p>	<p>Autism Team offered Learning Series Session on Practical Strategies for Supporting Students with AS; Autism Team continues to support individual teachers and schools in the use of Zones of Regulation.</p>		

<p><b>support student mental health and wellness (Tier 1, 2, 3 supports)</b></p>	<p>Implementation of updated K-12 Suicide Protocol; In-service with Student Support Counsellors around Everyday Mental Health Classroom Resource focused on Social and Emotional Learning &amp; in-service with Adolescent Care Workers, Social Workers &amp; Attendance Counsellors around supporting students with mood and anxiety disorders.</p>		
<p><b>support the continued training and effective use of assistive technology for both staff and students</b></p>	<p>Schools continue to access co-plan/co-teach sessions with Assistive Technology Resource Teachers by request; After school sessions offered and well attended; Offered November 19: Assistive Tech Drop In Session for educators who requested a focus on Google Read &amp; Write in Google Docs for Math Instruction; Assistive technologies supports for specific schools to help students practice in the use of assistive tools; Ongoing access for all classrooms to Assistive Technology Resource Teachers for assistive technology implementation.</p>		
<p><b>support targeted schools to foster a whole school, trauma-sensitive approach</b></p>	<p>Ongoing collaboration with Dr. Sian Philips in targeted elementary schools; Development of a community of practice for Educational Services staff who have completed Dyadic Developmental Psychotherapy training with Dr. Philips.</p>		

	<p><b>increase staff capacity in the area of supporting students impacted with FASD in our schools</b></p>	<p>15 LDSB staff attended October 8 Rural FASD session to learn more about supporting students impacted with FASD</p>		
	<p><b>increase staff capacity in the area of Universal Design for Learning (UDL)</b></p>	<p>Co-planning of PA day presentations with school teams to increase staff capacity in the area of UDL; Development of a UDL Mindsonline Resource for Educators.</p>		
<p><b>Deepening parent understanding of special education supports and services available to students in our schools.</b></p>	<p><b>Develop and share user friendly parent and student resources related to special education and student advocacy</b></p>	<p>Templates created for schools to use to introduce their in school team and explain IEPs; Multiple parent workshops held to support parents in the IEP/IPRC process.</p>		
<p><b>Empowering parents as an important and knowledgeable stakeholder when making decisions about their student's learning and well-being.</b></p>	<p><b>My Blueprint Working group prepared materials, exemplars and instructions and presented them at full day PD sessions for teachers who are beginning to implement My Blueprint in secondary School to Community classrooms across the district.</b></p>	<p>My Blueprint Working group prepared materials, exemplars and instructions for teachers who are beginning to implement My Blueprint in secondary School to Community classrooms across the district.</p>		
	<p><b>Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life</b></p>	<p>Autism Team has supported multiple transitions for students with ASD; Clinical Consultants are developing self-advocacy sessions for student; Approximately 70 transition planning meetings arranged with Transition Planning Coordinator with students, parents, school staff and community partners; The Transition Advisory Committee Frontenac Lennox and Addington is planning Life Beyond School parent, student and professionals information evenings in the spring.</p>		

	<b>Engage parent involvement in the Mental Health Leadership Committee</b>	Parent representative vacancy has been filled as of November 2019.		
<b>Collaborating with our community partners to promote social inclusion and student learning and well-being.</b>	<b>Continue to offer information and networking opportunities with community partners and LDSB staff to further understand available resources and services for our students and their families</b>	Community Partners Information Session held October 2019 involving 32 members from community agencies; Parent workshop on UDL in collaboration with United Parents; Bi-Monthly meetings between Autism Team and HDH Neurodevelopmental team; Collaboration with Autism Ontario System Navigator; Collaboration with Community Living Kingston and District at Nov. 1 professional development day.		
	<b>Collaborate with the Clinical Psychology Outreach Program (CPOP), Maple Family Health Team and KFL&amp;A Public Health to pilot "Got Your Back" sessions in targeted secondary schools</b>	Fourteen students, one administrator and two adolescent care workers attended a youth engagement day, facilitated by CPOP and KFL&A Public Health.		
	<b>Implementation of school engagement interventions in collaboration with Maltby Centre and School Attendance Counsellors to support students with mental health concerns and persistent school absences</b>	Select students, in grade 7 or 8, experiencing school absenteeism due to mental health concerns are being identified for referral to Maltby Centre. Families engage with Maltby to learn new strategies to support the child to improve school attendance.		
	<b>Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community</b>	Exploration occurring with school boards participating in the Pilot to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities related to employability supports.		



<p><b>Collaborating with our community partners to promote social inclusion and student learning and well-being.</b></p>	<p><b>Continue to collaborate with Algonquin Lakeshore Catholic District School Board in Kingston After School ABA Program for students with autism</b></p>	<p>LDSB After School ABA Program set to launch in mid-November with future opportunities for collaboration with co-terminus board.</p>		
<p><b>Investigating partnerships that support shared services and use of resources.</b></p>	<p><b>Investigate the concept of The 6Fs Framework in consultation with community partners</b></p>	<p>Ongoing exploration of the incorporation of the 6Fs Framework into My Blueprint Portfolio, Transitions to Kindergarten meetings and with those students impacted with FASD.</p>		
<p><b>Continuing to work with the Ministry of Education to serve students with special education needs.</b></p>	<p><b>Continue to work with the Ministry for special education funding that meets the needs of the students in LDSB</b></p>	<p>Ongoing advocacy through Special Education Advisory Committee.</p>		
	<p><b>Engage in the Ministry of Education Pilot Project to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities</b></p>	<p>Continued participation in the Ministry of Education Pilot to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities.</p>		
	<p><b>Continue to work with the Ministry of Education and School Mental Health Ontario (SMHO) to support student mental health needs.</b></p>	<p>Three consultations have occurred with SMHO in the area of providing structured psychotherapy to students; LDSB participation in SMHO family engagement project, including two parent focus groups centered around early years mental health resources; Ongoing data collection to measure impact of Social Workers in secondary schools.</p>		

## Organization Updates – November 2019

### Epilepsy South Eastern Ontario

Topic: Art for Epilepsy Celebration

When: Wednesday November 27, 2019 - @6:30-8:00pm

Where: Ongwanada - Board Room. 191 Portsmouth Ave., Kingston ON

Check out the links below to learn more about Art for Epilepsy:

<https://twitter.com/artforepilepsy?lang=en>

<https://www.facebook.com/ArtforEpilepsy/>

Come join us this month to hear from Megan McNeil discussing Art for Epilepsy, and to participate in various creative projects and celebrating the 2019 year. Hope to see you there!

\*Please note this will be the last ESEO Group Meeting of 2019, there will be no meeting in December. Meetings restart January 2020!

Refreshments will be provided.

If you require transportation, please contact [eleslie@epilepsyresource.org](mailto:eleslie@epilepsyresource.org).

For more information and to RSVP, please contact Emilia at 613-542-6222 or [eleslie@epilepsyresource.org](mailto:eleslie@epilepsyresource.org).

### Speaker Bio

This month's speakers will be Megan McNeil (Art for Epilepsy):

Megan McNeil began Art for Epilepsy to promote the health benefits of creative engagement as a complementary therapy for seizure disorders. The primary goal of the non-profit organization is to provide accessible arts opportunities and resources to people living with epilepsy. Programs are specifically designed to be inclusive and supportive of each participants' needs. Future programs will include artist-led workshops, journaling sessions, craft drop-ins and open art jams. These pathways into art will naturally improve the quality of life for everyone involved and bring a new depth of awareness to this common neurological condition. Let's get making!

Megan was diagnosed with adult-onset epilepsy in 2015. After two years of (medical) trials and tests, she continues to live with seizures. Megan is the former Operations Director of Modern Fuel Artist-Run Centre and is currently serving as a board member of Queen's Union Gallery (<http://uniongallery.queensu.ca/>) and Art

the Science (<https://artthescience.com/>). A graduate of Western University's Arts Management Program and Carleton University, Megan is proud to contribute her skills to the community of Kingston after living in Ottawa and London, ON.



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

## Special Education Advisory Committee

### ASSOCIATE SUPERINTENDENT'S REPORT

NOVEMBER 20, 2019

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i) Ministry Updates

No Ministry updates.

ii) The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) Survey

The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) is seeking SEAC members to complete a survey that will gather information around the effectiveness of SEACs across the province and identify issues or challenges. Results will be posted on the PAAC on SEAC Website at: [www.paac-seac.ca](http://www.paac-seac.ca) and will be shared with the Ministry of Education.

The survey will take approximately 10-15 minutes and can be found at [www.surveymonkey.com/r/HYZ3PWY](http://www.surveymonkey.com/r/HYZ3PWY). SEAC members are requested to complete the survey individually by Friday January 31, 2020. The LDSB SEAC may also wish to submit a group response. Please see letter appended.

iii) SEAC Goal Setting

The Limestone District School Board SEAC engaged in a goal setting process over the 2014-2015 school year. This process resulted in a framework which identified three goals:

- Advocacy as Capacity Building;
- Student Focus-Student Achievement and;
- Parent and Community Engagement.

These goals require review as SEAC embarks on a four-year term. SEAC members were sent a collation of the ideas brainstormed at the October 2019 SEAC meeting. Time will be devoted at the November meeting to develop goals and areas of focus for the 2019- 2022 term.

Report Prepared By: Alison McDonnell, Associate Superintendent of Education, Learning for All



**Members:** • Association for Bright Children of Ontario • Community Living Ontario • Down Syndrome Association of Ontario • Easter Seals Ontario • Epilepsy Ontario • Fetal Alcohol Spectrum Disorder Ontario Network of Expertise • Integration Action for Inclusion in Education and Community • Learning Disabilities Association of Ontario • Ontario Association for Families of Children with Communication Disorders • Ontario Brain Injury Association • Parents for Children's Mental Health • VOICE for Deaf & Hard of Hearing Children

**Affiliate members:** • Association Francophone de Parents d'Enfants Dyslexiques ou ayant tout autre trouble d'apprentissage • Ontario Federation for Cerebral Palsy • Hydrocephalus Canada • Tourette Syndrome Foundation of Canada • VIEWS for the Visually Impaired

Attn: Chair of SEAC  
RE: PAAC on SEAC survey

Dear Chair:

The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) was established in 1983 and is the only group in Ontario that brings together provincial parent associations to communicate and co-operate on issues pertaining to SEACs. PAAC on SEAC is seeking your assistance with a survey of SEAC members.

In 2009 and 2014 PAAC on SEAC conducted a survey of SEAC members with the intent of gathering valuable information on the effectiveness of SEACs across the province. We are distributing a new version of the survey, with comparable questions, to find out what has changed and whether there are new issues or challenges. After analyzing the results, we will post the results on the PAAC on SEAC Website at: [www.paac-seac.ca](http://www.paac-seac.ca) and will share our report with the Ministry of Education.

The survey should take roughly 10 to 15 minutes to complete and can be found here: [www.surveymonkey.com/r/HYZ3PWY](http://www.surveymonkey.com/r/HYZ3PWY). We would like you to share this information and the link with current members of your SEAC and encourage each SEAC member to individually complete the survey by Friday, January 31, 2020. We have allowed this amount of time so that SEACs can have the opportunity to discuss the issues raised in the survey at a SEAC meeting. Some SEACs in the past have submitted a group response to the survey in addition to having individual members respond.

All information collected will be held in the strictest of confidence. Upon closing the survey, the information will be calculated and compiled into a report. This information will inform PAAC on SEAC members about the effectiveness of SEACs across the province.

The results of our 2009 and 2014 surveys can be found on our website: [www.paac-seac.ca](http://www.paac-seac.ca). It would also be helpful for you to remind SEAC members that the **PAAC on SEAC Effective Practices Handbook for SEAC** is also available on the website.

We thank you in advance for the sharing this information with SEAC members.

Diane Wagner, Chair, PAAC on SEAC

Alison Morse, Past Chair, PAAC on SEAC

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