

Limestone District School Board
Special Education Advisory Committee
SEAC Meeting

Wednesday, September 18, 2019

Limestone District School Board Education Centre
220 Portsmouth Avenue, Kingston

6:00 pm

AGENDA

- 1. Welcome**
- 2. Approval of Agenda**
- 3. Declaration of Conflict of Interest**
- 4. Business Arising From the Minutes**
- 5. Educational Services Update-Building Our Vision for the Future:
Enhancing Special Education Services in Our District 2019-2020-
Educational Services Leadership Team**
- 6. Correspondence (attached)**
 - Greater Essex County District School Board-Bill 64
 - Greater Essex County District School Board-Special Incidence Portion
 - Greater Essex County District School Board-E-Learning and Class Size
 - Greater Essex County District School Board-Bill 44
- 7. Association Updates (Attached)**
- 8. Other Business**
 - i) Ministry Updates – Associate Superintendent Alison McDonnell
 - Priorities and Partnership Funding (PPF) 2019-2020
 - PPM 163: School Board Policies on Service Animals
 - ii) Special Education Advisory Committee Handbook-Chair Karen McGregor
 - iii) Member At Large Vacancy-Associate Superintendent Alison McDonnell
 - iv) SEAC Goal Setting for 2019-2020-Chair Karen McGregor

9. Next Meeting Date

October 23, 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>Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.</p>	<p>Use of provincial report card for all elementary students who are accessing modified curriculum who have a developmental disability when appropriate</p>			
	<p>Implementation of recommendations from internal review committee of the current service delivery model for secondary school to community services</p>			
<p>Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.</p>	<p>Support District Learning Centre (Behaviour) staff with the implementation of Zones of Regulation and Stuart Shanker Self Regulation practices</p>			
	<p>Support District Learning Centre (Behaviour) staff with targetted academic programming to meet the needs of all learners.</p>			
<p>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.</p>	<p>Human Resources and Educational Services will monitor implementation of changes to EA allocation process</p>			
	<p>Expand the Oral Language Enrichment Groups implemented by Speech and Language Pathologists and Communicative Disorder Assistants to include Grade 1</p>			
	<p>Continue implementation of clinical mental health assessments and mental health supports by Social Workers in secondary schools and north end elementary schools</p>			

	Implement the role of Board Certified Behaviour Analyst (BCBA) to support school staff with training and implementation of Applied Behaviour Analysis (ABA)			
Differentiating supports equitably based upon demographic and socio-economic needs.	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.			
Learning For All	Build capacity with all school staff to:			
	support the needs of all students within an inclusive environment			
	support the development and implementation of exemplary Individualized Education Plans (IEPs)			
	support the implementation of Applied Behavioural Analysis (ABA)			
	support the implementation of Behaviour Management Systems (BMS)			
	support the development of social and emotional learning and self-regulation			
	support student mental health and wellness (Tier 1, 2, 3 supports)			
	support the continued training and effective use of assistive technology for both staff and students			
	support targeted schools to foster a whole school, trauma-sensitive approach			
	increase staff capacity in the area of supporting students impacted with FASD in our schools			

	increase staff capacity in the area of Universal Design for Learning (UDL)			
Deepening parent understanding of special education supports and services available to students in our schools.	Develop and share user friendly parent and student resources related to special education and student advocacy			
Empowering parents as an important and knowledgeable stakeholder when making decisions about their student's learning and well-being.	Support the implementation of strength-based, person-centred planning in consultation with parents, community partners, and other school boards using My Blueprint			
	Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life			
	Engage parent involvement in the Mental Health Leadership Committee			
Collaborating with our community partners to promote social inclusion and student learning and well-being.	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			
	Collaborate with the Clinical Psychology Outreach Program (CPOP), Maple Family Health Team and KFL&A Public Health to pilot "Got Your Back" sessions in targeted secondary schools			
	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			

	Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community			
Collaborating with our community partners to promote social inclusion and student learning and well-being.	Continue to collaborate with Maltby Centre and Algonquin Lakeshore Catholic District School Board in Kingston After School ABA Program for students with autism			
Investigating partnerships that support shared services and use of resources.	Investigate the concept of The 6Fs Framework in consultation with community partners			
	Continue to work with the Ministry for special education funding that meets the needs of the students in LDSB			
Continuing to work with the Ministry of Education to serve students with special education needs.	Engage in the Ministry of Education Pilot Project to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities			
	Continue to work with the Ministry of Education and School Mental Health Ontario to support student mental health needs.			

Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



July 5, 2019

Honorable Lisa M. Thompson
Minister of Education
22nd Floor Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

RECEIVED
Limestone District School Board
AUG 20 2019
Alison McDonnell

Dear Minister Thompson,

The Special Education Advisory Committee (SEAC) of the Greater Essex County District School Board is writing in support of Bill 64, **Noah and Gregory's Law, Transition to Adult Developmental Services and Supports**. The Act recently passed its second reading and has been referred to the Standing Committee on Regulations and Private Bills. We ask that you strongly and actively support this Bill to ensure its passage to a third reading as soon as possible.

Students with developmental disabilities, along with their families, already face many challenges regarding crucial services and the cessation of these supports at age 18 causes increased and unnecessary burdens. We ask that you support the implementation of Bill 64 to improve their transition to adult services.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
Special Education Advisory Committee
Greater Essex County District School Board

CC: Chairs of Ontario Special Education Advisory Committees
CC: GECDSB Board of Trustees

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July 5, 2019

Hon. Lisa M. Thompson, Minister of Education
Ministry of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Thompson,

I am writing to you today on behalf of the members of the Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC). Our SEAC includes 8 Parent Associations, who represent thousands of the families in the Essex County Region.

In the fall of 2018, the members of our SEAC were made aware of the changes to funding that were announced by the Deputy Minister of Education in August of 2018. As a group whose responsibility includes advocating for the rights of all children with special needs in our region, we were disheartened and deeply disappointed by the Ministry of Education's decision to reduce the increase to the Special Incidence Portion that was previously announced for the 2018-2019 school year. Schools have a legal obligation to accommodate every child with a disability. When a student requires full time 2:1 staffing, how to pay for it should never have to be the board's primary concern. It should be the safety and dignity of that child, and the safety of staff and other students. The claw back of the additional funding for the boards who mostly already operate in a negative special education budget is unconscionable. And the lack of flexibility around the rules of the SIP grants often prevents them from being sought.

The GECDSB already has to use more funding than provided by the Ministry of Education through Special Education Grants to offset the costs associated with Special Education Services. The claw back of the SIP increase announced for the 2018-2019 school year only serves to increase the Special Education deficit. With this deficit, more children will be affected. As a SEAC, we are deeply concerned by the direction that this government is taking regarding funding for our most vulnerable students. As the Auditor General's Report highlights, the Ministry of Education's "funding formula uses out-of-date benchmarks and is due for an external review."

We urge the Minister to reconsider this decision to reduce funding for these grants, and consider fully funding this necessary accommodation for our most vulnerable, complex and challenging students.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
Special Education Advisory Committee
Greater Essex County District School Board

CC: GECDSB Board of Trustees
CC: Chairs of Ontario Special Education Advisory Committees

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July 5, 2019

Hon. Lisa M. Thompson, Minister of Education
Ministry of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Thompson,

I am writing to you today on behalf of the members of the Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC). Our SEAC includes eight Parent Associations, who represent thousands of the families in the Essex County Region.

We are very concerned about the recent changes to the provincial funding model for class size averages and with the announcement of mandatory e-learning courses. The impact that these changes will have on students with special education needs will be devastating. Students with special education needs require significant in-class support to have meaningful and equitable access to education. Mandatory e-learning courses removes the critical component to success, a physical teacher who provides support and allows for meaningful connections, which are important to student well-being and resiliency. Furthermore, placing the burden of access to technology and the internet for these courses is inequitable. Students who live in remote areas of Windsor-Essex County or those without access to the necessary technology will be disadvantaged.

The drastic increase to class-size average will provide less support to students with special education needs and those identified as at-risk for learning difficulties. The increase to class sizes is likely to reduce course options, sections, and specialized courses that support students with learning needs. More students will equate to less time that teachers have to assist students identified as at-risk or those with Individual Education Plans.

We urge the Minister to reconsider this decision to reduce funding for these grants, and consider fully funding this necessary accommodation for our most vulnerable, complex and challenging students.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
Special Education Advisory Committee
Greater Essex County District School Board

CC: GECDSB Board of Trustees
CC: Chairs of Ontario Special Education Advisory Committees

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July 5, 2019

Honourable Lisa M. Thompson
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Lisa Thompson:

The Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC) would like to acknowledge and support Bill 44 to amend the Education Act to provide for board activities to promote awareness and understanding of Fetal Alcohol Spectrum Disorder (FASD), including best practices to support pupils who may have FASD. Currently, the GECDSB provides an annual professional development session each fall for teachers who have students in their classrooms identified with FASD. However, any additional professional development supports or awareness initiatives from the Ontario Ministry of Education would be beneficial to our educators who work diligently to support all students on a daily basis.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
Special Education Advisory Committee
Greater Essex County District School Board

CC: Chairs of Ontario Special Education Advisory Committees



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

Special Education Advisory Committee

ASSOCIATE SUPERINTENDENT'S REPORT

SEPTEMBER 18, 2019

i) Ministry Updates

Priorities and Partnership Funding (PPF) 2019-2020

- Well-Being and Mental Health Bundle
- After School Skills Development Programs
- Mental Health Workers in Secondary Schools
- Transition Pilot for Students with Developmental Disabilities

PPM 163: School Board Policies on Service Animals

The Ministry of Education has released [*Policy/Program Memorandum \(PPM\) 163: School Board Policies on Service Animals*](#). School boards will now be required to have policies and procedures in place by January 1, 2020.

ii) Special Education Advisory Committee Handbook

Please review the Limestone District School Board SEAC Handbook which can be found electronically at <http://bit.ly/2kaOaao>

iii) SEAC Member at Large Posting

Posting appended to the agenda package and shared electronically with the community. Please share widely. Nomination/letters of application must be received before September 30, 2019.

iv) SEAC Goal Setting for 2019-2020

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.

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

Vacancy for SEAC Member-at-Large

Posted on 05/29/2019



The Limestone District School Board, in accordance with Regulation 464/97 of the Education Act, is seeking to fill a vacancy for a community member-at-large on its [Special Education Advisory Committee \(SEAC\)](#).

SEAC is responsible for making recommendations to the Board on matters related to the provision of Special Education programs and services for exceptional students. The Board Committee consists of representatives from up to 12 local associations and three members-at-large, who are appointed by the Board of Trustees for a four-year term.

Letters of application for members-at-large from interested persons, are currently being accepted. Applicants must reside within the Board's area of jurisdiction. Please indicate whether you would represent a local association or would be appointed as a member-at-large.

Nomination/letters of application must be received before Sept. 30, 2019.

Send to Ms. Alison McDonnell, Associate Superintendent, Learning for All, via [email](#) or mail/hand deliver to LDSB Education Centre, 220 Portsmouth Ave., Kingston ON K7M 0G2.