

AGENDA – SEAC MEETING

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, October 21, 2020 – 5:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Virtual Meeting Link: <http://bit.ly/SEACMTGOct21>

Acknowledgement of Territory: “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.”

- 1. WELCOME**
- 2. ADOPTION OF AGENDA**
- 3. DECLARATION OF CONFLICT OF INTEREST**
- 4. BUSINESS ARISING FROM MINUTES**
- 5. EDUCATIONAL SERVICES UPDATE**
 - 5.1 Building Our Vision for the Future, Enhancing Special Education Services in Our District, 2020-2021 - Superintendent Alison McDonnell and Educational Services and Safe Schools Liaison Lynne Rousseau (Pages 3-6)**

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LIMESTONE

6. CORRESPONDENCE

6.1 Durham District School Board – Request for Fall 2020 Process Exemption: Special Incidence Portion Submission Requirements (Pages 7-8)

7. ASSOCIATION UPDATES

7.1 LANCANs Light It Up Blue Campaign Information (Page 9)

8. OTHER BUSINESS – Administrative Report: Superintendent’s Report

- Ministry Updates – Superintendent Alison McDonnell
- Educational Services SEAC Update – Superintendent Alison McDonnell
- Presentation Schedules – Chair Karen McGregor

9. NEXT MEETING DATE

Wednesday, November 18, 2020

10. ADJOURNMENT

Reallocation of Resources	Short-Term: 2020-2021 School Year	Progress: Sept 2020 - Nov 2021	Progress: Dec 2020 - Mar 2021	Progress: Apr 2021 - June 2021
<p>Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.</p>	<p>Implementation of recommendations from internal review committee of the current service delivery model for secondary school to community services.</p>			
	<p>Special education supports that a student would have accessed face to face will be accessible to students in the virtual school as appropriate. This includes, all school based supports such as Student Support Teachers, Learning Program Support Teachers, Student Support Counsellors, Adolescent Care Workers, Social Workers, Attendance Counsellors, Speech- Language Pathologists, Clinicians and all other Educational Services supports. Supports will remain home school based to maintain a connection with the home school in the event a transition occurs back to the home school.</p>			
<p>Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.</p>	<p>A virtual Learning Disabilities classroom teacher is in place to support those students in the LD program who have chosen virtual learning.</p>			
	<p>Create a <i>Community of Practice</i> focused on instruction for District Learning Centre (DLC) staff to share best practices and establish connections for follow up support and coaching.</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.	Human Resources and Educational Services will continue to work collaboratively to streamline the EA allocation process for system stability and further efficiencies.			
	To support school reopening in response to the COVID-19 outbreak, two new staff will be hired to support the continued learning and well-being of students, including the support of mental health needs of students in grades K-3 who are at risk of being suspended.			
	Educational Services staff will offer wellness supports via in-person and virtual means, for students engaged in both face-to-face and virtual learning.			
	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 recommendations from the Adolescent Care Workers Review Report to ensure consistent service delivery and the equitable allocation of resources.			
Learning For All	Build capacity with all school staff, both face to face and virtually, 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 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			

Cont. Learning For All	Focus on a relationship-based approach to supporting student well-being and academic achievement, using <i>The Third Path</i>, with a focus on DLCs and targeted JK-3 classrooms.			
	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.	My Blueprint working group will continue to implement My Blueprint in secondary School to Community classrooms across the district.			
	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.			
	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.			

Investigating partnerships that support shared services and use of resources.	Integrate the concept of The 6Fs Framework in consultation with community partners.			
Continuing to work with the Ministry of Education to serve students with special education needs.	Continue to work with the Ministry of Education to utilize Priorities and Partnership Funding that meets the needs of the students in LDSB.			
	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 (SMHO) to support student mental health needs.			

September 21, 2020

The Honourable Stephen Lecce
Minister of Education
22nd Floor Mowat Block,
900 Bay St
Toronto, ON, M7A 1L2

Dear Minister Lecce:

Re: Request for Fall 2020 Process Exemption: Special Incidence Portion Submission Requirements

We are requesting that the Ministry of Education provide an exemption to the submission requirements for all Boards of Education specific to the Special Incidence Portion (SIP) for Fall 2020. In the past, the dollars received through this process provided essential funding to support the staffing support requirements for students with high needs; it continues to be essential within Special Education budgeting.

The 2020-21 school year poses unique challenges to students, families and educational staff, as there is a need to ensure a continued high level of education services, albeit in different forms and structures, while maintaining essential health and safety protocols. As such, the Ministry of Education has already acknowledged that mental health and special education programming requirements will be heightened this fall in response to COVID. Embedded within the Ministry of Education planning for the 2020-21 is acknowledgement that the mental health and special education needs of students will be heightened and require augmented strategies and staffing. Boards are, rightfully, required to “implement a tiered approach for mental health supports that will capture all students and target intensive help to those who have been most affected by the COVID-19 outbreak.” Reference : <https://www.ontario.ca/page/guide-reopening-ontarios-schools>, Section 7).

Within this context, it will prove challenging to proceed with typical SIP application processes. The focus and time of staffing including Mental Health Professionals, Special Education school staff, and Administrators must be on the health, well-being and safety of students. Pulling time away this fall for these professionals to engage in a submission process is not effective use of their skills and time.

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As a solution, we propose that for this current school year, a funding formula be based on a 'five-year funding approval average' to confirm SIP Funding to each Board of Education. This would accomplish:

- Maintaining staffing complement, which SIP funding helps contribute to the cost of providing to the students with intensive needs;
- Allow the staff involved in the extensive application process to focus that time and support directly into student service rather than grant application and documentation process.

The Ministry of Education has the opportunity to send a strong message on the prioritization of health & safety, well-being, and direct service of students with complex needs by waiving the SIP submission process for Fall 2020 and confirming continuity of the funding provided through that amount to boards for the longer-term stability of related staffing. The DDSB is requesting that a one-year submission exemption to SIP applications be supported and that, based on 2019-20 funding amounts of \$27,679 per full time (1.0 ADE) eligible student per year, an average of the *previous five-year funding amounts* be allocated to each Board in lieu of the submission process being engaged in for fall 2020.

The Ministry of Education sets expectation for the efficient use of resources to support students:

Boards of Education are responsible for the effective, efficient and impactful use of funding. The Ministry of Education grounds this requirement for the effective use of public funding: "The government remains committed to investments that have the greatest impact on the classroom, while ensuring tax dollars are used more effectively." Reference: https://efis.fma.csc.gov.on.ca/faab/Memos/B2020/B08_EN.pdf, p.1

For this unique school year where responsibility is paramount, the DDSB is requesting that SIP Application procedures be waived, and that funding be based on the average of our previous five years of SIP submissions.

Sincerely,



Chris Braney, Chair
Durham District School Board

cc: Chairs of all Ontario Special Education Advisory Committees
Norah Marsh, Acting Director of Education
Local MPPs



Hello friends,

The month of October is upon us!

LACANs Light It Up Blue Campaign is in full swing.

We wanted to share some exciting news with our most valued people first.

LACAN will be having a "Feature Friday" every week in October to show our community how awesome we are.

"Changing the Face of Autism" will show 4 persons living in our community with ASD, and how they make our town better just by being themselves.



Be sure to check our Facebook page or website this Friday October 2, 2020 for our first feature.

Mandy Stapley

LACAN Founder

Email: lac.autismnetwork@gmail.com

Website: www.lacautismnetwork.com

ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

SPECIAL EDUCATION ADVISORY COMMITTEE

October 21, 2020

i) Ministry Updates

Transportation and Stability Supports for Children and Youth In Care

This is an application-based program that provides funding to district school boards to support stability for children and youth in care. This program has been expanded this year to encompass both transportation-based need and additional stability supports. Transportation support will allow children and youth in care to temporarily remain in their home school when they experience a change in residence. Stability supports will allow children and youth in care to receive supports that will provide additional stability such as tutoring services, technology, and culturally appropriate resources. LDSB will work with Family and Children's Services of Frontenac Lennox and Addington to submit an application by the due date of Oct. 29, 2020.

ii) Educational Services SEAC Update

A presentation will be provided to SEAC including the following information:

- Speech Language and Clinical service delivery models,
- Supports for virtual schools for students with special education needs and,
- Augmentative and alternative communication Minds Online course.

iii) Presentation Schedules

Please consider the following in advance for discussion/decision at SEAC:

- Monthly SEAC organization presentations and;
- Monthly Educational Services presentation suggestions

Prepared by: Alison McDonnell, Superintendent of Education, Learning for All