



# AGENDA – SEAC MEETING

## SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, September 15, 2021 – 5:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Virtual Meeting Link: <https://bit.ly/3hn3LhpLDSBSEACSept15>

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. **APPROVAL OF MINUTES**
  - 4.1 **SEAC Minutes – June 9, 2021 (Pages 3-8)**
5. **BUSINESS ARISING FROM MINUTES**
6. **EDUCATIONAL SERVICES UPDATE**
  - 6.1 **2021 Summer Learning Supports for Students with Special Education Needs and Mental Health Needs (Pages 9-10)**

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

## **7. CORRESPONDENCE**

### **7.1 Holland Bloorview Kids Rehabilitation Hospital – Request for Input:**

Requesting input for an outreach campaign to engage with students, families, educators, and community organizations so the province's diverse voices, experiences, and realities are reflected in the development of a disability education resource. (Page 11)

### **7.2 Algoma District School Board – Letter to Minister of Education regarding On-Line Learning Supports and Universal Design for Learning in provincial on-line learning resources, and the platforms used to access these resources. (Page 12)**

### **7.3 Peterborough Victoria Northumberland and Clarington Catholic DSB – Letter to Minister of Education asking for consideration of: Summer Special Education and Mental Health and Wellbeing Programming, Stabilization Funding – Declining Enrolment, Exceptional Learners – Learning Recovery and Renewal. (Page 13)**

## **8. ASSOCIATION UPDATES**

## **9. OTHER BUSINESS - Administrative Report: Superintendent's Report (Page 14)**

### **9.1 Ministry Updates**

### **9.2 Educational Services SEAC Update**

### **9.3 Presentation Schedule**

## **10. NEXT MEETING DATE**

Wednesday, October 20, 2021

## **11. ADJOURNMENT**



## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

June 9, 2021

### PUBLIC MEETING

#### Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	<p>Present:</p> <p>A. Ballance, Family &amp; Children's Services, Frontenac, Lennox &amp; Addington</p> <p>C. Carriere-Prill, Member-at-Large</p> <p>C. Roberts, Easter Seals Ontario</p> <p>S. Henderson-Todd, Lennox and Addington Resources for Children</p> <p>D. Jalovcic, Learning Disabilities Association of Kingston</p> <p>A. Martin, Member-at-Large (Queen's University)</p> <p>E. Rahim, Community Living Kingston</p> <p>Regrets:</p> <p>P. Dendy, Member-at-Large</p> <p>C. Tooley, Down Syndrome Assoc. Kingston</p> <p>N. Carson, Epilepsy South Eastern Ontario</p> <p>E. Sheldon, Community Living Kingston</p>
	Staff:
	<p>H. Box, Special Education Program Coordinator</p> <p>T. Vail, Special Education Program Coordinator</p> <p>L. Conboy, Mental Health Lead</p> <p>K. Leggett, Vice-Principal of Educational Services</p> <p>A. McDonnell, Superintendent, Learning for All</p> <p>L. Rousseau, Educational Services and Safe Schools Coordinator</p> <p>C. Snider, Special Education Program Coordinator</p> <p>M. Blackburn, Principal of Educational Services</p>
Guests:	Recorder:
Jessica Sliver, Superintendent of Education	J. Senior, Administrative Assistant

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

## 1. WELCOME

Trustee McGregor called the meeting to order and welcomed everyone to the meeting.

Trustee McGregor read the 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.”

## 2. ADOPTION OF THE AGENDA

*MOVED BY: Trustee Godkin that the agenda be approved. Carried.*

## 3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

## 4. APPROVAL OF MINUTES

### 4.1 SEAC Minutes – May 27, 2021

*MOVED BY: Constance Carriere-Prill that the May 27, 2021 SEAC Minutes be approved. Carried*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. EDUCATION SERVICES UPDATE

**6.1 Presentation: Destreaming Grade 9 Mathematics** – Superintendent of Education Jessica Silver indicated the De-Streamed Grade 9 Math report provides a comprehensive implementation plan and tonight she will provide some highlights of the plan to support the implementation of the new MTH1W course beginning in September 2021.

Professional learning was planned for intermediate teachers and Grade 9 teachers but was put on hold due to the ongoing occasional teacher shortages.. Professional Learning for secondary math teachers was offered each octomester so teachers had flexibility for when they participate. The learning included a focus on LDSB data, student voice and the “why” and “how” of destreaming.

A plan is in place to create and develop resources. Much of the professional learning around math in the last few years has focused on starting with the concrete and moving to the abstract. The Ministry has allowed for funding that was not utilized for professional learning due to the pandemic to be used for math resources for schools.

Superintendent Silver indicated that it is anticipated some summer writing will be done by having some teachers create resources for other teachers. This is dependent on receipt of the curriculum, and she is hopeful that it comes soon, in order to put that into place.

Superintendent Silver stated that in terms of communication, one of the first iterations around the implementation plan was professional learning for K-12 administrators, which has been done. Information has been shared at School Councils. Without the curriculum, it is difficult to share much more information. Presentations for families will likely take place in the fall once we receive the curriculum.

## 7. CORRESPONDENCE

**7.1 Durham District School Board** – Letter to Minister of Children, Community and Social Services with regards to Needs-based Funding/Services for Children with a Diagnosis of Autism – New Pilot Program. Provided for information.

**7.2 Brant Haldimand Norfolk Catholic District School Board** – Letter to Minister of Education in regards to Support for Bill 172 an Act in Relation to Fetal Alcohol Spectrum Disorder (FASD). Provided for information.

## 8. ASSOCIATION UPDATES

None at this time.

## 9. OTHER BUSINESS – Administrative Report: Superintendent's Report

**9.1 Reporting Progress: Building our Vision for the Future, Special Education Services in our District** – Superintendent of Education Alison McDonnell indicated that highlights of the work that has occurred between the time span of March until now will be shared this evening.

Mental Health Lead Laura Conboy began by speaking to the work related to Mental Health and Wellness. LDSB has added a fulltime Social Worker to support the mental health and social/emotional and behavioural needs of students in Junior Kindergarten to Grade 3. This Social Worker will be working with specific students who are primarily at risk of suspension or expulsion because of a variety of factors and will also be working very closely with educators, administrators, and other support staff to address some of the systemic issues that students may be experiencing.

Laura Conboy also spoke to the ongoing number of students who have been supported in our Virtual School by the addition of the Student Support Counsellor, the Social Worker and the ongoing support of our Attendance Counsellors. Throughout the entire year from September until now, we have had over 440 students supported with virtual services in the area of mental health and school reengagement.

Special Education Coordinator Cheryl Snider provided an update on the progress related to transition planning from school entry to a meaningful adult life. The Transition to Kindergarten meetings are being held for over 95 students this year, with Special Education Coordinators attending close to 60 virtual meetings from April to June 2021. These transition meetings are for our youngest learners; those students who will be starting kindergarten in the fall. Our community partners, including KidsInclusive, Early Expressions, Maltby, Community Living Kingston and others are incredibly supportive of the process and we greatly value their voice and expertise at the table during these meetings.

The transition to kindergarten process itself has not changed this year. We have however, had an increase in students with special education needs who were brought forward by our community partners and all meetings have been held virtually. In addition, our partners at Early Expressions have committed to providing the 'F-Words' one-page profile to all families prior to their transition to school meetings, to support the use of 'F-words'. These completed profiles offer a snapshot of what the child can do, focusing on their strengths, interests and goals, all of which can guide responsive programming in the fall.

Cheryl Snider also gave an update on *'Building capacity with all school staff to support the needs of all students within an inclusive environment'*. A copy of *Equipped for Reading Success* (Kilpatrick) was purchased for Student Support Teachers (SSTs) and virtual learning sessions focused on phonemic awareness were provided in May and June. Planning for summer learning sessions for SSTs and classroom educators with David Kilpatrick will also take place in early July.

Special Education Coordinator Tiiu Vail provided an update related to transitions for our students who have intellectual developmental disabilities and are moving on to life beyond school. Transition Planning Coordinator, Donna Abbink, has held over 95 virtual transition meetings from April to June 2021.

Tiiu Vail also spoke to the online presentation and website that was shared with students' families and community partners on April 7<sup>th</sup> during the first Transition to Life Beyond School Online Workshop. There were 25 participants including students, families and community partners. This was a very successful and well appreciated workshop.

**9.2 LDSB Special Education Plan for 2021-2022** - Principal Mike Blackburn and Vice-Principal Karen Leggett provided an update on the Special Education Plan for 2021-2022.

The LDSB Special Education Plan outlines the programs and services which support students in LDSB. Our plan is built upon Ministry Standards which support the highest quality educational experience for exceptional students. Our plan is shared with key stakeholders and through this we seek valuable consultation and input.

Over the months of March, April and May, SEAC was involved in providing input and consultation for the LDSB Special Education Plan focusing on: Spec-Ed Program and Services, Transitions, Professional Development, Individual Education Plans (IEPs) and Identification, Placement and Review Committee (IPRCs). From these consultations, the following changes have been implemented into the LDSB Special Education Plan:

<b>Input/Request</b>	<b>Change Implemented</b>
Monitoring the Tiers of Intervention and progress	Expanded the description of monitoring approaches
Expand information about transition from high school for students with special education needs	Included information: Transition planning coordinator in communicated information to families regarding community supports and services
Consolidate transition information into one section	All transition information is now included in Section 6
IEP – Update template	Updated template now included

The input given by SEAC was valued and appreciated. Our current Special Education Plan is a better document because of the consultation with SEAC.

Principal Blackburn also gave a brief update on some additional feedback given by SEAC that was not yet included in our Special Education Plan. In regards to the limitations around gender identification on the IEP document, we will be collaborating with our Equity Lead and our Assistive Technology Resource Teacher to expand the gender identification on the IEP document as well as investigating how to better represent the diversity within that area.

The second piece of feedback given by SEAC and to be implemented in the future was making parent/guardian communication within the IPRC Guide as well as the Tiered Approach more easily understood and accessible for all parent communities. We are now working collaboratively to look at the accessibility of those documents and to put them into more parent friendly language for our parent communities as they navigate special education supports for their children.

Superintendent McDonnell specified that there are no significant changes to our service delivery model this year as outlined in the Special Education Plan. At the May SEAC meeting Superintendent Young gave a presentation related to the budget and it was shared at that meeting that the Special Education Budget will remain stable for this year, which means that we are able to continue to provide very similar supports and services to those that we have provided this year and in previous years.

**9.3 LDSB Multi-Year Accessibility Plan for 2021-2022** – Superintendent McDonnell spoke to the yearly updated LDSB Multi-Year Accessibility Plan for 2021-2022 and answered any questions asked.

## 10. NEXT MEETING DATE

To be determined

## 11. ADJOURNMENT

*MOVED BY: Trustee Godkin that the meeting adjourn.*

*The meeting adjourned at 6:30 pm.*



## Summer Learning Supports for Students with Special Education Needs and Mental Health Needs (2021)

In response to the ongoing impacts of COVID-19, the Ministry of Education provided school boards with funding to enhance opportunities to provide mental health and summer learning opportunities for students with special education and/or complex mental health needs. The following opportunities were able to be provided to LDSB students between July and August 2021.

### Summer Transition Program for Students with High Special Education Needs

#### Summer ABA Transition Program (August 23-August 27)

The focus of the Summer Applied Behaviour Analysis (ABA) Transition program was to help close gaps in skill development, learning, and to help with establishing routines. The program used the principles of ABA to teach skills to students in District Autism Classrooms (DACs) and focused on re-establishing new routines which may be required as students re-enter buildings during the 2021-22 school year such as wearing masks, hand washing and physical distancing.

**24 students** received support through the Summer ABA Transition Program.

Site	Welborne PS	Holsgrove PS	Cataraqui Woods PS	Lancaster Drive PS
Number of Students/site	6	7	5	6

#### Back to School Transitions (August 23 - August 31)

Educational Assistants and Early Childhood Educators supported **43 elementary and secondary schools** with facilitated transition visits, tours and connections with caring adults throughout the District. **Over 400 students** with special education needs and/or complex mental health concerns received a supportive transition back to school.

Student Support Counsellors (SSCs), Adolescent Care Workers (ACWs) and Attendance Counsellors were available to support vulnerable, under-served students to re-establish familiarity with the school environment and return to school routines. **205 students** were supported either in-person or virtually.

	Elementary Students	Secondary Students
In-person Supports	65	41
Virtual Supports	56	23

## Mental Health Supports

### Mental Health Support Line (July 12 - August 26)

Clinical Consultants and SSCs were available to provide short-term mental health support via a telephone support line. These services were open to any students registered with LDSB. **One elementary student and one secondary student** were supported via the telephone line.

### Adolescent Care Worker (ACW) for Summer School (June 30 - July 29)

An ACW was available to support the needs of secondary students enrolled in summer school who were experiencing social, emotional, behavioural and/or attendance issues. **Five secondary students** were supported via the ACW.

### Support for Students in the Elementary Indigenous Program (July 5 - August 27)

The Indigenous SSC provided ongoing engagement and connection with students who identify as Indigenous throughout summer holidays.

	Elementary Students	Secondary Students
In-person Supports	8	2
Virtual Supports	16	1

### Trauma Informed Course for Educational Assistants (EAs) (August 30 - August 31)

**91 EAs** supporting elementary and secondary students participated in an introductory trauma-Informed training focused on brain science, resilience and the impact of adverse childhood experiences.

### Youth Diversion Supports (July 5 - August 31)

Through funding provided by LDSB to support the wellbeing of students during the summer months, Youth Diversion was able to proactively enhance its supports and services for students by: a) increasing access to mental health and substance use professionals both in-person and virtually; b) create and enhance a seamless pathway to and from community based mental health care for students requiring more intensive supports over the summer months; c) provide students, parents, and families with timely and relevant information in support of student mental health and wellbeing throughout the summer.

A total of **335 students (115 elementary and 220 secondary)** received direct service from Youth Diversion in the areas of substance use and addiction services, mentoring, youth outreach, and Intersections programming. In addition to direct service, **184 students** participated in various groups, activities and events hosted by Youth Diversion staff, including: clothing carousel, wellness kits, and a week-long camp in August. Both in-person and virtual supports were provided.

**ATTACHMENT: Suggested email and social media content:**

**Email:**

Subject line: Holland Bloorview seeking community engagement for province-wide disability education project

Hello,

We are reaching out to share an opportunity for you to provide input on the creation of a new learning resource for educators and school board staff across Ontario, Kindergarten to Grade 12, in English and French. This work is being led by Holland Bloorview Kids Rehabilitation Hospital, together with The Bloorview School Authority, and has been provided with funding by the Ontario Ministry of Education.

The resource, consisting of five online learning modules and a facilitator's guide, is intended to expand on existing knowledge about accessibility, inclusion, and how to ensure that students with disabilities experience full participation in school settings. Read more about the project and individual modules [here](#).

Engagement with stakeholders throughout the province is key to the success of the project. Holland Bloorview has prepared a brief survey for educators, students, and parents of children living with a disability. If you are interested in completing the survey, click on this [link](#) to launch the survey.

If you would like further information about the project, please contact Joanne Close [jclose@hollandbloorview.ca](mailto:jclose@hollandbloorview.ca)

Thank you for considering participation.

**Social media:**

Are you an educator, an individual with lived experience, or the parent of a child or youth with a disability? For an opportunity to enhance classroom inclusion for K–12 students in ON, share your ideas in our [online survey](#).



## Algoma District School Board

644 Albert St. East  
Sault Ste. Marie  
ON P6A 2K7  
Telephone: (705) 945-7111  
FAX: (705) 942-2540  
www.adsb.on.ca

CHAIR  
Jennifer Sarlo

DIRECTOR OF EDUCATION  
Lucia Reece

March 30<sup>th</sup>, 2021

The Honourable Stephen Lecce  
Minister of Education  
315 Front Street West, 14<sup>th</sup> Floor  
Toronto, ON M7A 0B8

Dear Minister Lecce:

Please accept this letter on behalf of the Special Education Advisory Committee (SEAC) of the Algoma District School Board (ADSB). I am writing to express our support of the concerns brought forward by the Durham District School Board (DDSB) SEAC in its letter of February 9<sup>th</sup>, 2021, in regard to On-Line Learning Supports and Universal Design for Learning in provincial on-line learning resources, and the platforms used to access these resources.

The ADSB SEAC shares the concern that all on-line and/or e-learning courses must be consistently maintained with enabled links and resources that meet accessibility standards (e.g. closed captioning). With the current focus on ensuring that remote or virtual learning is readily available, it is essential that course materials be created and maintained in a manner that allows all students to learn and demonstrate their learning. We agree with the statements put forward by the DDSB SEAC, namely, that a focus on creating accessible resources for online content is critical for the ongoing learning of students with special education needs.

It is our belief that an increased commitment to providing accessible technological resources that incorporate the principles of Universal Design for Learning will allow all students to make appropriate learning choices based on their individual strengths and needs.

We appreciate your time and consideration.

Sincerely,

Pat Mick  
Chair, ADSB SEAC

Cc: Ontario District School Board SEACs  
Lucia Reece, Director of Education





June 22, 2021

Via email [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

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

Dear Minister Lecce,

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is supporting a recommendation brought forward to the Board of Trustees by the Special Education Advisory Committee on June 22, 2021. We are writing for consideration of the following as we plan for school to resume next September.

**Summer Special Education and Mental Health and Wellbeing Programming**

While we embark on summer programming in special education to support summer learning, social skills development, reading, and transitions, we ask that funding not spent this summer be extended into the school year and in support of exceptional students who may not be able to participate this summer.

**Stabilization Funding - Declining Enrolment**

Additionally, we ask previously offered stabilization funding be secured to offset declining enrollment, a symptom not so much of leaving school but as a pandemic option for families who out of an abundance of caution have opted to home school their children.

**Exceptional Learners - Learning Recovery and Renewal**

Finally, we ask that the kind of funding offered through special education programming this summer, be embedded in the course of the 2021-2022 school year to offset what has been identified as potential gaps in learning and in student wellbeing. We also ask that boards have flexibility in determining the special education staff required to implement this support, recognizing that anticipated gaps must be met in ways that meet the multi-dimensional, and multidisciplinary, needs of students.

Yours in Catholic Education,

Arlene Godby, Board Chair of S.E.A.C.

cc: David Bernier, Chair, PVNCCDSB  
cc: Ontario Catholic School Trustees Association (OCSTA)



---

## ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

### SPECIAL EDUCATION ADVISORY COMMITTEE

09/15/2021

---

#### 1. Ministry Updates

Additional Funding provided due to COVID (January 31, 2022):

• Social Worker	0.40
• Adolescent Care Worker	0.50
• Student Support Counsellor	0.50
• Registered Psychological Associate	0.40
• Elementary Teacher SST	0.30
• Secondary Teacher LPS	0.40
• Speech Language Pathologist	0.10

#### 2. Educational Services SEAC Update

- **Building Our Vision for the Future, Enhancing Special Education Services in our District, 2021-2022 Monitoring Document** – Document will be brought to October 20<sup>th</sup> SEAC Meeting for review.
- **Enhancing Special Education Services in our District** – Extended for first part of 2021/22 as new document will be created.
- **COVID Updates** – Co-horting and Community Partner Supports

#### 3. Presentation Schedule

- Requests from SEAC to create presentation schedule.

Prepared by: Scot Gillam, Superintendent of Learning for All and Indigenous Education