

# AGENDA – SEAC MEETING

## SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, October 20, 2021 – 5:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Virtual Meeting Link: <https://bit.ly/3p6KSnySEACOct20>

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 – September 15, 2021** (Pages 3-8)
5. **BUSINESS ARISING FROM MINUTES**
6. **EDUCATIONAL SERVICES UPDATE**
  - 6.1 **Presentation: 2021-2024 Mental Health & Substance Use Strategy – Mental Health Lead Laura Conboy** (Pages 9-19)

## **7. CORRESPONDENCE**

- 7.1 Public Posting of the K-12 Education Standards Development Committee Initial Recommendations Report – Memo from Assistant Deputy Ministry Denys Giguere** – Memo advising that the opportunity to participate in the consultation of this report has been extended until November 1, 2021. (Page 20)

## **8. ASSOCIATION UPDATES**

## **9. OTHER BUSINESS - Administrative Report: Superintendent's Report (Pages 21-25)**

### **9.1 Ministry Updates** – Superintendent Scot Gillam

- Transportation and Stability Supports for Children and Youth in Care (CYIC)
- Funding and Eligibility Updates for 2021-2022

### **9.2 Educational Services SEAC Update** – Superintendent Scot Gillam and Principal Mike Blackburn

- Building Our Vision for the Future: Enhancing Special Education Services in Our District

## **10. NEXT MEETING DATE**

November 17, 2021

## **11. ADJOURNMENT**

## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

### September 15, 2021

### PUBLIC MEETING

#### Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	<p>Present:</p> <p>C. Carriere-Prill, Member-at-Large S. Henderson-Todd, Lennox and Addington Resources for Children A. Martin, Member-at-Large (Queen's University) C. Roberts, Easter Seals Ontario H. Simson, Learning Disabilities Association of Kingston C. Tooley, Down Syndrome Assoc. Kingston</p> <p>Regrets:</p> <p>A. Ballance, Family &amp; Children's Services, Frontenac, Lennox &amp; Addington N. Carson, Epilepsy South Eastern Ontario P. Dendy, Member-at-Large E. Rahim, Community Living Kingston E. Sheldon, Community Living Kingston</p>
	Staff:
	<p>M. Blackburn, Principal of Educational Services H. Box, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator S. Gillam, Superintendent, Learning for All J. Grasse, Vice-Principal of Educational Services C. Snider, Special Education Program Coordinator T. Vail, Special Education Program Coordinator</p>
Guests:	Recorder:
None at this time	J. Senior, Administrative Assistant

Limestone District School Board

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

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## 1. WELCOME

Trustee McGregor called the meeting to order and welcomed everyone to the meeting including introducing and welcoming Superintendent Scot Gillam as the new Superintendent of Learning for All.

Superintendent Gillam welcomed Educational Services Vice Principal Jenn Grasse and **Educational Services and Safe Schools Coordinator, Wendy Fisher** as new staff members in support of SEAC.

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.”

Trustee McGregor announced that Member-at-Large, Peter Dendy, has had to resign his position in SEAC, including being the Vice-Chair. Trustee McGregor stated that a posting would go out for a new Member-at-Large and also asked if any present SEAC Members would like to volunteer to assume the position of Vice-Chair for the remaining three months of this term. Interested members will email interest to Chair McGregor.

## 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 – June 9, 2021

*MOVED BY: Trustee Godkin that the June 9, 2021 SEAC Minutes be approved. Carried.*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. EDUCATION SERVICES UPDATE

**6.1 2021 Summer Learning Supports for Students with Special Education Needs and Mental Health Needs** - Mental Health Lead Laura Conboy shared that 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 Educational Services Administrative Leadership Team worked collaboratively to define the needs of the students in the system, examine the services that LDSB already provides and determine where there may have been gaps/limitations to service. The team also considered who was available to deliver programming and services, keeping in mind that most of our employees are 10-month employees and would not typically work in the summer, but also the impact that the pandemic had on their own well-being.

Principal Mike Blackburn addressed two specific areas related to Summer Supports and Transitions as follows:

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

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. This program ran at four different sites across our district and twenty-four students received support through this program.

### **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 LDSB. 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.

Mental Health Lead Conboy shared information regarding the Mental Health Supports as follows:

**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.

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

Just over 90 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. This training was provided by the Community Resilience Initiative and facilitated by the Trauma Responsive Leads at Pathways to Education.

**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 well-being 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.

As we head into a new school year, we know that our students with special education and/or complex mental health needs will require ongoing supports and services to mitigate the impacts of the pandemic. Our ongoing work will be supported by resources developed by SMHO and ongoing partnerships with community partners.

Chair McGregor thanked Principal Blackburn and Mental Health Lead Conboy for the detailed report.

## 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. Provided for information.

**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.** Provided for information.

**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.** Provided for information.

## 8. ASSOCIATION UPDATES

Helen Simson of Learning Disabilities Association of Kingston shared that LDAK is launching a new Structured Literacy Instruction Program. This program will be piloted in Kingston January through June 2022 and if successful, to expand the pilot in the future. All information on this program can be found at this link: [www.idaontario.com/effective-reading-instruction/](http://www.idaontario.com/effective-reading-instruction/)

Helen Simson also share that LDAK is awaiting the report from the Right-to-Read investigation at the Ontario Human Rights Commission and will have responses to that to share with SEAC when the report is received.

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

**9.1 Ministry Updates - Additional Funding provided by the Ministry to support schools and students 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 |

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The Educational Services Administrative Leadership Team will place the supports where most needed and will adjust as necessary. Our hope is that the funding will be extended beyond January to the end of the school year.

## 9.2 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. To be discussed at October 20<sup>th</sup> SEAC Meeting.
- **COVID Updates** – In relation to students with special education needs:
  - Cohorting is being maintained at our schools as much as possible, especially in the elementary schools, as those are the students who are not yet eligible for a vaccine. We are moving forward with an abundance of caution in trying to keep students and staff as safe as possible. With the approval of Public Health, one change has been implemented in that Student Support Teachers are allowed to bring students together who are not in the same cohort if it is a benefit to their learning. We will be extra cautious with respect to distancing, masking, good hand hygiene and ensure that safe practices are followed by all.
  - Community Partner Supports – Community Partners will need to complete a Non-Employee Vaccine before entering our schools to support our students. This information and process is located on our website.

**9.3 Presentation Schedule** – Superintendent Gillam advised that the October 20<sup>th</sup> SEAC Meeting will have a full agenda. Chair McGregor asked for SEAC Members to consider whether monthly presentations designated to each community member is something that we should continue or conclude. As well, Chair McGregor asked SEAC to send ideas to her for presentations so that she can begin to draft a list to share with Educational Services.

## 10. NEXT MEETING DATE

Wednesday, October 20, 2021

## 11. ADJOURNMENT

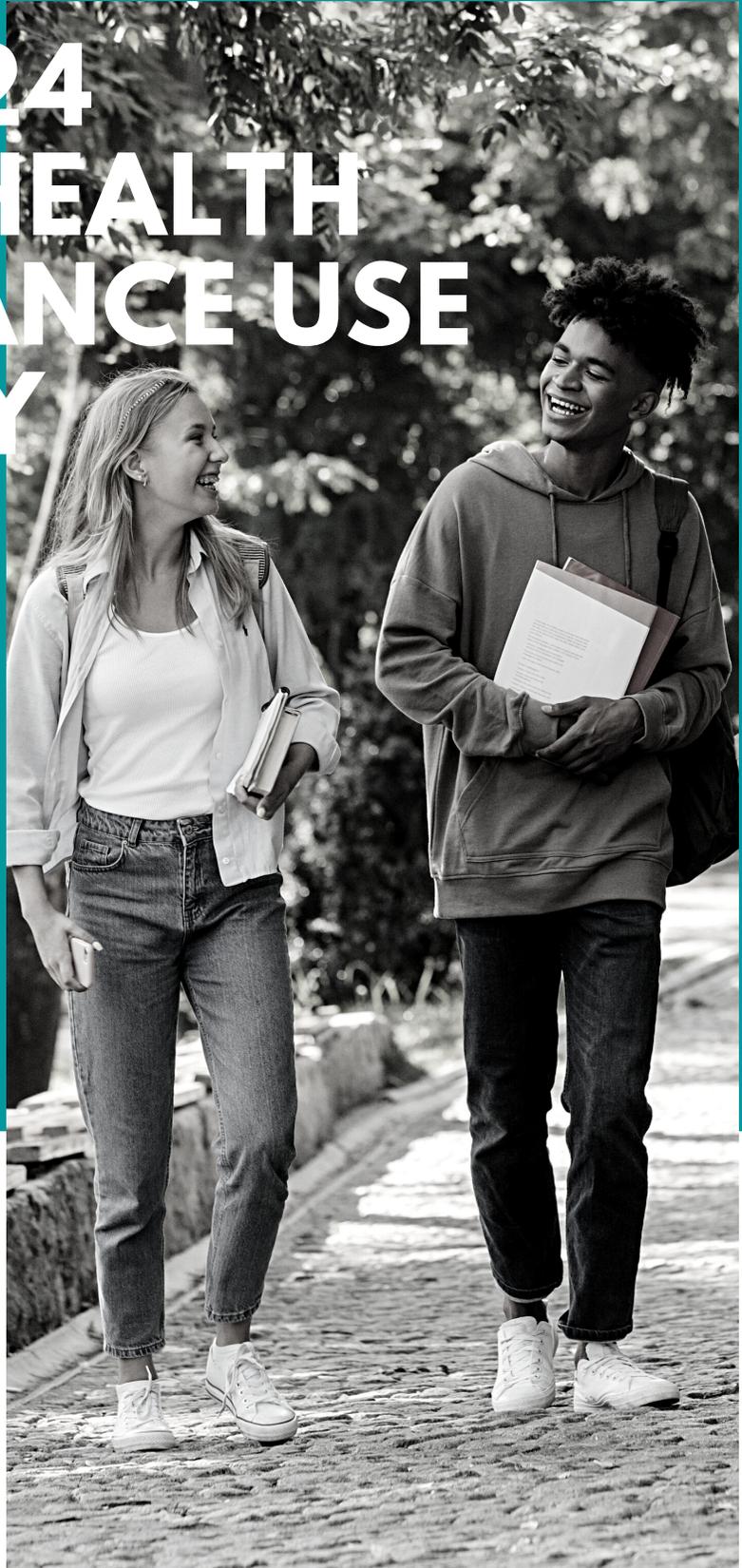
*MOVED BY: Trustee Godkin that the meeting adjourn.*

*The meeting adjourned at 6:47 pm.*

# 2021-2024 MENTAL HEALTH & SUBSTANCE USE STRATEGY

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September 2021



**Limestone**  
DISTRICT SCHOOL BOARD

# INTRODUCTION

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## Growing Mentally Healthy Schools

We're putting wellness first.

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.

**Mission:** We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

### Stakeholders

A variety of stakeholder groups were engaged in multiple formats to enhance, reach and offer as much opportunity as possible for participation in the development of the 2021-2024 Mental Health and Substance Use Strategy. Stakeholders included:

- Students Grades 7-12
- Student Trustees
- Mental Health Leadership Committee
- Limestone families
- Special Education Advisory Committee
- Indigenous Education Advisory Committee
- Community partners
- Staff (administrators, educators and support staff)
- Unions and Federations
- Mental Health Lead
- Superintendent of Learning for All
- Senior Staff

# OVERVIEW

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The Limestone District School Board recognizes that schools play an essential role in the promotion of mental health and as such, has made a commitment to putting student well-being first. The 2021-2024 Mental Health and Substance Use Strategy offers six key areas of focus that promote good mental health among all students. These include: mental health and substance use knowledge, pathways to/through and from care, student mental health and substance use support, culturally-responsive mental health promotion, prevention and intervention, equipping and support staff, and a relationship-based approach to student well-being.

## Equity

While mental health, equity and student achievement have always been important, there has never been a time when uniting these priorities has been more essential. Persistent exposure to discrimination and marginalization, may create trauma, which has a significant impact on one's mental health. Limestone District School Board is committed to providing environments in which all students can explore their diverse selves by identifying and removing barriers to success. In order to best support the mental health of students who traditionally have been marginalized in the education system we must first understand how long-term exposure to oppression and systemic racism contributes to negative mental health outcomes. Guided by the [Limestone Equity Action Plan](#), the board will work toward addressing inequitable and oppressive systems and policies that have traditionally marginalized students. Culturally responsive and relevant mental health and substance use supports will be made accessible so that all students may experience positive identity affirming mental health and well-being.

## COVID-19 Pandemic

It is important to acknowledge that all students, families and school board staff have been navigating unprecedented circumstances throughout the COVID-19 pandemic. As we learn more about the long-term impacts of this pandemic on children's mental health, we will work closely with our community partners to ensure that students receive timely mental health and substance use support.



# MENTAL HEALTH & ACHIEVEMENT

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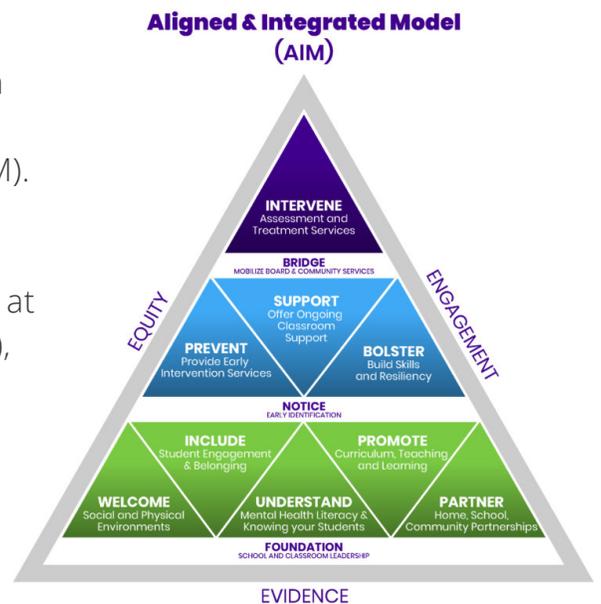
Schools are an ideal place for the promotion, prevention and early intervention for mental health and substance use issues. Through an evidence-based and systematic approach, we can help students flourish, both academically and with their well-being. School and classroom environments have an important impact on a student's sense of belonging and overall mental health. Maintaining positive relationships with students within a caring school community and safe, welcoming, inclusive classrooms, contributes to students' social-emotional wellness and readiness to learn.



Despite our best efforts to create mentally healthy schools, there will always be some students who struggle with a mental health problem. When students are struggling with mental illness, it is critical to engage services provided within a community or healthcare setting. By creating mentally healthy school environments, introducing high-quality mental health promotion, offering prevention and early intervention services, and ensuring a safety net for students who are struggling with mental health problems, schools can support students and families within a circle of support to, through and from community-based care (*School Mental Health Ontario*).

# STRATEGIC FRAMEWORK

*School Mental Health Ontario* depicts the continuum of various supports and services within the school setting using the Aligned and Integrated Model (AIM). This model helps to organize mental health promotion efforts offered in a universal way for all students (Tier 1), services for students who may be at risk and needing targeted skill development (Tier 2), and supports for students who have a diagnosable mental health problem who need treatment and ongoing care (Tier 3).



## Foundational Principles

Through consultation with stakeholders, Limestone has identified four foundational principles which support the mental health and substance use prevention, promotion and intervention work in schools.



**Engagement** - Optimizing student and family voice, engagement and leadership to enhance momentum in school mental health.



**Organizational Conditions** - Structures and processes that serve to enhance uptake, implementation, scalability and sustainability of evidence-based practices in school mental health to enhance system coherence.



**Equity** - Responsive supports and resources co-designed and co-delivered alongside specific student populations with greater or unique mental health needs to enhance equity in service delivery.



**Evidence** - Sustainable implementation of mental health promotion, prevention and intervention practices that are both evidence-based and implementation sensitive to enhance the quality of mental health programming in schools (*School Mental Health Ontario*).

# STAKEHOLDER ENGAGEMENT

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Limestone District School Board is committed to centring student voice. Understanding student perspective is needed to support a positive approach to student mental health and substance use. We heard from more than 1300 Grade 7 to 12 students, via online survey. Students reported who they seek support from at school and their ideas about their school's needs and strengths engaging with student mental health, substance use and well-being. Surveys were developed in partnership with our Student Trustees and the *Mental Health Leadership Committee*.



To help us understand how students' diverse lived experiences are tied to mental health and substance use, students were asked their self-identified race, sexual orientation and gender. Knowing how racialized and marginalized students experience mental health and substance use services is critical to advancing equitable practices within the board.

Limestone families and staff were also engaged via online survey. Their responses regarding the board's strengths and needs have been analyzed separately to differentiate between student and adult priorities, and also in combination with student responses to develop a holistic understanding of how mental health, substance use and well-being affects all members of a school community. Focus groups were also held with frontline mental health staff to help better understand how services are delivered to students. All data collection and analysis was led by the Data Research Specialist at Educational Services.

The results of this combined analysis are six areas of focus to inform school mental health and substance use work in the board over the next three years. We look forward to continuing to work alongside students, families, and community partners to bring these recommendations to fruition.

Student Survey Snapshot

# WHAT WE HEARD

Students were asked **who they turn to at school** when they need support or information on mental health.

**50%**  
turn to a friend

**21%**  
turn to a teacher

13% of respondents **don't feel like they can talk to anyone** at school about mental health.

more than

# 1300

Grade 7 to 12 students responded



Students were asked what their school **could do better** to support student mental health, substance use issues and well-being. The most common answer was

# TALK

about it more



## Students appreciate



- Talking openly about mental health at school
- Check-ins from staff
- Knowing who and where their supports are

Students want more open conversations about



Family & Staff  
Survey Snapshot

# WHAT WE HEARD

# 936

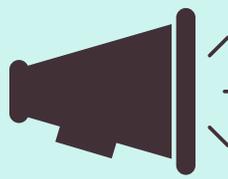
 families responded to the survey

Families recognize that **supportive staff and safe, caring environments** promote good mental health at school.



Families asked for **more communication** about support services offered at their student's school.

# 551

 staff responded to the survey

Staff appreciate the board's **positive mental health messaging.**



Staff asked to be **equipped with the tools and resources** to do this work.



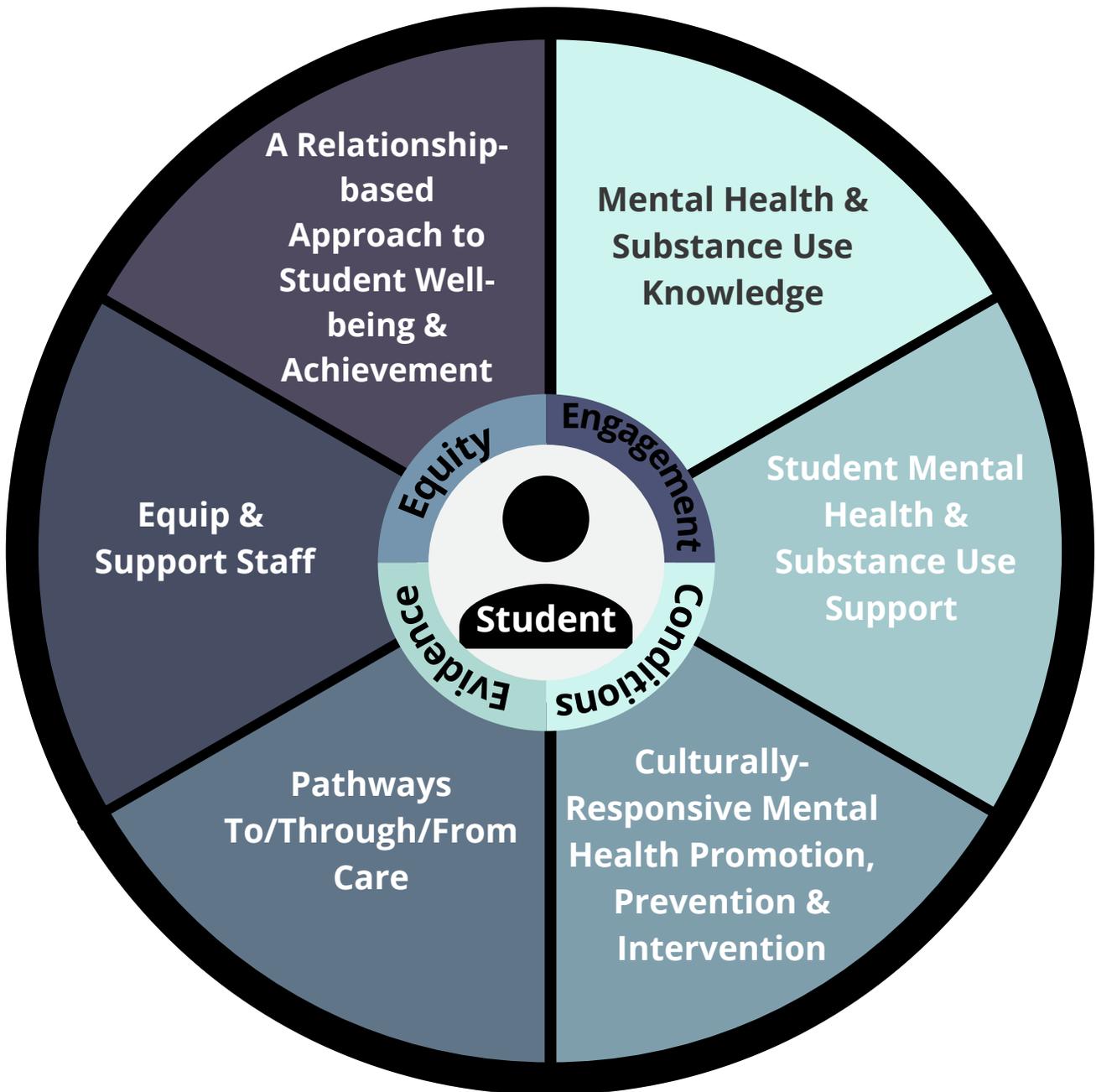
Staff want students and families to have **easy access to information, resources, and services.**

Families and staff said that students **need more mental health and substance use education at school**



# 2021-2024 MENTAL HEALTH & SUBSTANCE USE STRATEGY

Students are at the centre of all mental health and substance use promotion, prevention and intervention efforts. Supported by the four foundational principles of engagement, organizational conditionals, equity, and evidence, Limestone has identified six areas of focus that promote good mental health among all students.



# 2021-2024 ACTION PLAN OVERVIEW

<b>Mental Health and Substance Use Knowledge</b>	<ul style="list-style-type: none"> <li>• Promote student mental health and substance use literacy, help-seeking &amp; peer help-giving</li> <li>• Students learn skills that help them to identify emotions and cope with stress</li> <li>• Communication and resources for caregivers and families to support student mental health and substance use</li> </ul>
<b>Student Mental Health &amp; Substance Use Support</b>	<ul style="list-style-type: none"> <li>• Ensure students receive timely and responsive evidence-based prevention and intervention services at school</li> <li>• Students and families know where to turn for more intensive support when needed</li> <li>• Ongoing learning for system/school leaders, educators and mental health support staff to reinforce mentally healthy systems, schools and classrooms</li> </ul>
<b>Culturally-Responsive Mental Health Promotion, Prevention &amp; Intervention</b>	<ul style="list-style-type: none"> <li>• Mental health resources and supports that prioritize the voices and experiences of students from racialized, marginalized and underserved groups</li> <li>• Ongoing learning, resources and supports to assist staff with effective implementation of culturally-responsive social emotional learning at school</li> <li>• Ongoing training in evidence-based, culturally-responsive promotion, prevention and early intervention protocols</li> </ul>
<b>Pathways To/Through/ From Care</b>	<ul style="list-style-type: none"> <li>• Suicide prevention, intervention, and postvention programming</li> <li>• Ongoing work in supporting school pathways</li> <li>• Collaborative initiatives with community mental health and substance use partners and cultural organizations to strengthen the framework for effective tiered support for children, youth and families</li> </ul>
<b>Equip &amp; Support Staff</b>	<ul style="list-style-type: none"> <li>• Role-specific professional learning along a continuum from mental health and substance use awareness through to expertise</li> <li>• Familiarize staff with evidence-based resources designed to promote good mental health and address student substance use, that connects to the delivery of classroom curriculum</li> </ul>
<b>A Relationship-based Approach to Student Well-being and Achievement</b>	<ul style="list-style-type: none"> <li>• Create and sustain environments that simultaneously support well-being and achievement</li> <li>• Promote learning through the context of relationships</li> </ul>

# NEXT STEPS

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Limestone District School Board is committed to monitoring this strategy through the development of annual action plans. These plans will set out goals within each area of focus that the board will endeavor to implement and monitor throughout the year. The plan which is created by the Mental Health Lead and Superintendent of Mental Health, and reviewed annually by the Mental Health Leadership Committee. Annual actions plans will take emerging evidence into account, including the results of the *2020 Student Census*.

Learn more at [limestone.on.ca](https://limestone.on.ca)



@MentalHlth\_LDSB



@ldsbewell

**Date:** October 1, 2021

**Memorandum To:** Directors of Education  
School Authorities

**From:** Clayton La Touche  
Assistant Deputy Minister  
Student Support and Field Services Division

Denys Giguère  
Assistant Deputy Minister  
French Language Teaching, Learning and Achievement Division

**Subject:** Public Posting of the K-12 Education Standards Development Committee Initial Recommendations Report

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We are writing to provide an update on the public consultation of the K-12 Education Standards Development Committee (K-12 SDC) Initial Recommendations Report (Initial Report).

The opportunity to participate in the consultation has been **extended until November 1, 2021**. The survey can be found at: [Consultation: Initial recommendations for the development of proposed Kindergarten to Grade 12 \(K-12\) education accessibility standards | Ontario.ca](#). The public may also provide written submissions by email to: [educationSDC@ontario.ca](mailto:educationSDC@ontario.ca).

The consultation will elicit comments on the Initial Report from the public which the K-12 SDC will review and consider before it finalizes its recommendations and submits its final report to the Minister for Seniors and Accessibility for consideration.

Please share this consultation opportunity widely with your networks. It is important that the diverse voices in our publicly funded K-12 education system share their insights and feedback so that they can be considered by the K-12 SDC before it finalizes its report.

Thank you in advance for your help in promoting this opportunity.

Sincerely,

Clayton La Touche  
Assistant Deputy Minister

Denys Giguère  
Assistant Deputy Minister

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## ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

### SPECIAL EDUCATION ADVISORY COMMITTEE

10/20/2021

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#### 1. Ministry Updates:

##### **Transportation and Stability Supports for Children and Youth in Care (CYIC)**

Funding for transportation and stability supports for CYIC has historically been an application-based model. New this year, an allocation has been provided which according to the Ministry, acknowledges the challenges boards shared in having to estimate local funding budgets at the start of the school year, with even greater uncertainty caused by the pandemic. In addition, shifting away from an application process is intended to reduce administrative burden while accelerating the distribution of funds to boards, strengthening their ability to support an emphasis on prevention, in line with the province's Child Welfare Redesign.

##### **Funding and Eligibility Updates for 2021-2022**

Allocations are based on funding levels from the 2020-21 school year, final report evaluations and summer discussions of how to ensure an equitable distribution of funding to meet local needs.

- Children and youth in the care of, or receiving services from societies, as well as students living in shelters will be eligible for transportation supports to and from school when there is a change in residence so that they can remain at the home school.
- The provision of stability supports has been expanded to students receiving services from societies, and not just those in the care of societies. Additionally, spending timelines will be extended to from July 31 to August 31, 2022.
- Greater flexibility in budget categories will be permitted between the use of Transportation and Stability funding to enable boards to meet the needs of both in-person and virtual school environments.
- Professional assessments for special education needs will be eligible in situations where student needs are unable to be met through existing board and society funding, and in situations where enrollment delays and/or transitions between boards create challenges in providing timely student assessments during the pandemic.

## 2. Educational Services SEAC Update:

### **Building Our Vision for the Future: Enhancing Special Education Services in Our District**

- Continuation of Big Ideas: Reallocation of Resources, Professional Learning, Strengthening Partnerships and Leveraging Supports for the 2021-22 School Year.
  - Adjust Short Term Goals for 2021-22 based on current reality.
  - Report progress in same fashion as last year.
  
- Work with SEAC and stakeholders to determine next steps for 2022-23 school year.

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

Enhancing Special Education Services		Enhancing Special Education Services in Our District   October 2021 SEAC Update   LDSB		
Reallocation of Resources	Short-Term: 2021-2022 School Year	Progress: Sept 2021 - December 2021	Progress: January 2022 - Mar 2022	Progress: Apr 2022 - June 2022
Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.	Continued implementation of recommendations from internal review committee of the current service delivery model for secondary school to community services.			
	Plan for the continuity of Special Education supports for students who are at the Virtual School and if learning needs to shift to remote for periods of time 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.			
Restructuring Educational Services District Programs	Create a <i>Community of Practice</i> focused on instruction for District Learning Centre (DLC) and DAC (District Autism Classrooms) staff to share best practices and establish connections for follow up support and coaching.			
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, new staff will be hired to support the continued learning and well-being of students both in-person and virtually.			
	Introduction of a Social Worker to support the well-being and achievement of K-3 students who may be most impacted by their experiences of social determinants of health (e.g., racism, trauma).			
	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	<i>Build capacity with all school staff, both face to face and virtually, to:</i>			
	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)			
Cont. Learning For All	Support student mental health and wellness (Tier 1, 2, 3 supports)			
	Equip and support staff with role-specific resources and professional learning to support student mental health and substance use issues.			
	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 District Learning Centres (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.	Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life.			
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.			
Cont. Collaborating with our community partners to promote social inclusion and student learning and well-being.	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.			
Working 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.			
Cont. Continuing to work with the Ministry of Education to serve students with special education needs.	Continue to work with the Ministry of Education and School Mental Health Ontario (SMHO) to support student mental health needs.			