



AGENDA – SEAC MEETING

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, November 9, 2022 – 5:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Virtual Meeting Link: bit.ly/NOV9SEACMTG

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 – October 19, 2022 (Pages 3-10)**
- 5. BUSINESS ARISING FROM MINUTES**

6. EDUCATIONAL SERVICES UPDATE

- 6.1 Presentation: IEP, Modifications and Student Story** – Jessi Lalonde, Special Education Coordinator

7. CORRESPONDENCE

- 7.1 Join School Mental Health Ontario's Parent/Caregiver Collaboration Group Today!** Information poster in English and French attached for your information and sharing. (Pages 11-12)

8. ASSOCIATION UPDATES

9. OTHER BUSINESS

- 9.1 Administrative Report: Superintendent's Report** - Superintendent Scot Gillam (Pages 13-15)
- 9.2 Enhancing Special Education Services in our District: Special Education Plan Renewal** – Superintendent Scot Gillam and Principal Mike Blackburn

10. NEXT MEETING DATE

December 14, 2022

11. ADJOURNMENT



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

October 19, 2022

PUBLIC MEETING

Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	Present: H. Simson, Learning Disabilities Association of Kingston S. Henderson-Todd, Lennox and Addington Resources for Children Z. Rogers, Community Living Kingston A. Martin, Member-at-Large (Queen's University) L. Clouthier, Easter Seals Ontario C. Carriere-Prill, Member-at-Large Regrets: C. Tooley, Down Syndrome Association Kingston C. Norwich-Stevenson, Member-at-Large
	Staff:
	M. Blackburn, Principal of Educational Services A. Ward, 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
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.

SEE YOURSELF IN LIMESTONE

1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting. Principal Michael Blackburn introduced the Educational Services SEAC Team for the 2022-2023 School Year.

Chair 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 – September 14, 2022

MOVED BY: Trustee Godkin that the September 14, 2022, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 Accessibility Committee Member – Helen Simson, Learning Disabilities Association of Kingston has put forth her name as a member of SEAC that would join the Accessibility Planning Committee in the work that we are doing to support accessibility across the Board and removing barriers for students and families to access Limestone District School Board (LDSB). Superintendent Scot Gillam formally welcomed Helen and thanked her for taking on this additional role as a SEAC Member.

6. EDUCATION SERVICES UPDATE

6.1 Presentation - Modifications: A Journey of Learning and Reflection

In the absence of Special Education Program Coordinator Jessi Lalonde, due to illness, Principal Michael Blackburn presented.

The purpose of Modifications is to build our system capacity in understanding the purpose and impact of modifying programming for students. Every journey begins with the first step. The data is telling us that often we are modifying students' programs early in their academic career and gaps are not being filled over time, and this is, in many ways, limiting their pathway choices in secondary and post-secondary. We are focusing on this group and working to build capacity across our system and understanding the purpose behind modifications and how to address concerns around student progress.

A working version of a table entitled, *What to do When You are Concerned About Student Progress* was shared and explained. This document has been distributed across our system to support school teams in examining their current processes around addressing student concerns and student progress, specifically around academic areas like literacy and mathematics. This document is a graphic that takes the school teams through the steps they might go through when they are supporting a student who is struggling in a variety of areas. We have tried to articulate to our system that there are several different steps we should be taking to work alongside students, their families, and the educator teams to support them in addressing students' need.

Educators considering making modifications to a student's program should consult with their in-school team and administration. The following are some questions that should guide this discussion:

- What do you know about the student? Do you have a full understanding of their profile?
- What information (data, reports in the OSR, conversations, products, and conversations) has been collected to show the strengths and needs of the student? Are there other diagnostics that should be used to focus more precisely on the student's needs?
- What classroom and school-based interventions have been implemented and what impact did they have?
- What supports (Tier 1, accommodations, etc.) have been tried and how successful were they? Are there more supports that can be accessed? Has enough time been given to judge the effectiveness of the supports?
- What is the plan to close the gaps and move towards removing the modification? Who on your in-school team can support you with this?
- How will student progress be monitored and tracked? What measures will be used to judge when the modification is no longer needed?
- Is the student's family supportive of the modifications? Do they understand the reason for the modifications, the plan to work towards closing the gaps, and the potential future implications of having their student on a modified program?

Modifications

Modifications are changes to the curriculum expectations that a student is working towards. They can be a change to:

- The grade level at which the student is working.
- The complexity of the expectations.
- The number of expectations that a student is working towards.

The report card of a student working on a modified program will reflect their progress on the modified program, not the grade level expectations.

Modifications are intended to help students close gaps in their learning. Modifications are developed by the school team working with a student and will be shared on the student's Individual Education Plan (IEP). Families will have the opportunity to review and give input.

Future Implications

Students with significant modifications may have challenges with Grade 9 curriculum. These challenges may limit their pathway options and post-secondary options.

What Questions Should I Ask if Modifications are Recommended:

- At what grade level is my child working independently without modifications?
- What supports (accommodations) are in place to support my student without the need for modifications?
- What is the plan for closing the gaps in my child's learning?
- How will you know when it is appropriate for the modifications to be removed from my child's IEP?

Chair McGregor called upon SEAC Members for questions. Trustee Bob Godkin would like a copy of this presentation. Administrative Assistant Jill Senior will send copies to all SEAC Members with the November 9, 2022, Agenda Package.

6.2 Presentation: Summer Special Education and Mental Health Supports

Special Education and Mental Health Funding

The Ministry has acknowledged the ongoing impact of the COVID-19 pandemic on student learning, mental health, and well-being. Continued funding was provided to school boards to support summer learning opportunities and mental health supports.

Educational Services focused on supporting student participation in the summer learning opportunities, facilitating successful transitions for students with special education and mental health needs and bolstering educator training to address student well-being.

Summer School

Special Education funding was allocated to the Limestone District School Board (LDSB) summer school to provide ongoing support for students with an Individual Education Plan (IEP) through the Learning Program Support Teacher (LPS). This support was provided for the entirety of the summer school program, which was delivered virtually in 2022.

Literacy Camp Support

Educational Assistant (EA) support was provided to Camp Read-A-Lot to enable the full participation of students with special education needs in summer literacy programming. This support was allocated over three weeks at three LDSB sites.

Back to School Transitions

Back to School Transitions were supported by EAs and Early Childhood Educators (ECE) from August 29 until September 2, 2022. Supportive transitions back to school occurred through school visits, team meetings, connections to caring adults and classroom tours.

- Over 500 students with special education needs and/or complex mental health concerns were supported.

Adolescent Care Worker (ACW) for Summer School

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

- Three secondary students were supported.
- Support was also offered to the three summer literacy camps.

Community Resilience Initiative (CRI) – Level 1 Trauma-Informed Training

A full-day (6 hours) introductory trauma-informed training focused on brain science, resilience, and the impact of adverse childhood experiences.

- Fifty-one LDSB staff
- Three Maltby staff

Applied Suicide Intervention Skills Training (ASIST)

A two-day interactive workshop in suicide first aid. Participants learned to identify the key elements of an effective suicide safety plan and the actions required to implement it.

- Six LDSB staff
- Six Pathways to Education Staff

Intensive Y-Skills Training

A two-and a half-day training where participants learned and demonstrated the skills necessary to successfully support students with complex behavioural and mental health needs. Facilitators provide strategies for working with students through teaching, modelling, demonstration, and role playing. Participants are also certified in Behaviour Management Systems Training.

- Twenty-one EAs

Behaviour Management Systems (BMS) Training

The primary emphasis of BMS Training is prevention and includes strategies such as knowing the student, acting on early warning signs, the effective use of calming and de-escalation technique are key areas of focus. The training also addresses personal safety techniques such as avoidance, releases, and blocks.

- Forty-seven casual Educational Assistants

Chair McGregor called upon SEAC Members for questions.

6.3 Presentation: Monitoring Plan/Student Story

Enhancing Special Education Services in our District – Monitoring Document 2022-2023

We know how much you appreciate hearing about student outcome and the positive impact that the provision of special education supports have on the lives of our students. The area that we will focus on are the strong partnerships we have with families and community partners. Working together supports have been leveraged all with the goal of maximizing student learning and well-being.

Strengthening Partnerships and Leveraging Supports

- Communicate and collaborate with students, families, staff, and community partners to gather voice and lived experiences.
- Enhance collaboration with community partners to support strengths-based transition planning for students to/from school.

Special Education Program Coordinator Tiiu Vail presented a video of three student stories that bring the goal of the Monitoring Document to life.

7. CORRESPONDENCE

7.1 Easter Seals Ontario – Letter to nominate Linda Clouthier as the member representative to the Limestone District School Board Special Education Advisory Committee (SEAC). Provided for information.

7.2 2022-2023 Special Education Plan Checklist – Submitted to the Ministry of Education. Provided for information.

8. ASSOCIATION UPDATES

Easter Seals Ontario

Linda Clouthier has been appointed and confirmed as the member representative to the Limestone District School Board Special Education Advisory Committee (SEAC), for the remainder of the current term, and for the new term, 2022-2026. Linda is a parent of a student with special needs and is employed by Easter Seals Ontario in the Kingston office. Chair McGregor will ensure that her nomination and acceptance are formalized at the next Board Meeting on October 26, 2022.

Helen Simson, Learning Disabilities Association of Kingston (LDAK)

October is Learning Disability Awareness Month – Lots of information on LDAK website:

<https://www.ldakingston.com/>

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report

A. Ministry Updates:

Special Incidence Portion (SIP)

For the 2022-23 school year, the Ontario Ministry of Education will be returning to a claims-based process for the Special Incidence Portion (SIP) allocation. Boards have been provided SIP Guidelines for the 2022-23 school year for awareness of key reporting dates, and to ensure that all submissions align with Guideline requirements, including eligibility criteria.

The Special Incidence Portion (SIP) benchmark for an eligible full time (1.0 ADE) student, where approved, will be increased to a maximum of \$28,803 in 2022-23.

All school boards seeking to apply for a three-year claim for students with diagnosed medical conditions will be required to submit a new application for Ministry approval.

School boards may submit paper copies or an electronic copy of certified SIP forms, with e-signature and/or attestation email to their respective Regional Office by December 16, 2022.

B. Educational Services Update:

Enhanced Autism Training Program

In addition to the Ministry's Ontario Educator Autism Training funding, Limestone District School Board (LDSB) was allocated an additional \$20 719.31 for the Enhanced Autism Training Program. This program provides training units separate from the funds provided by the Ontario Educator Autism Training Program and offers only two course options: Registered Behaviour Technician and Charting a Path to Success in Your Classroom. Both courses include an online component, and a 5-hour live (virtual) practice session. In addition to covering the cost of the course, the funding will provide release time reimbursement.

Twenty spots for the Charting a Path to Success in Your Classroom course will be offered to our Student Support Teachers (SSTs), and nine spots in the Register Behaviour Technician course will be offered to our District Learning Centre and District Autism Classroom teachers who have not previously participated in the Enhanced Training Program.

Ontario Educator Online Autism Training Program

Once again, the Ministry has provided funding to the Geneva Centre for Autism to offer the Ontario Educator Online Autism Training Program to publicly funded school boards for the

2022/2023 school year. The objectives of this program are to increase the understanding of Autism Spectrum Disorder (ASD) and Applied Behaviour Analysis (ABA) methods; enhance the delivery of programming to students with ASD; and improve their educational, social, communication, and behavioural outcomes. These online courses are presented in a user-friendly format, providing practical tools to take you beyond just awareness.

Limestone District School Board will currently be offering four Ministry-funded courses (see attached flyers for details about each course and how to register):

- ABA for Educators - Level 1
- ABA for Educators – Level 2
- Core Teaching Strategies for Autistic Students
- Supporting Play-Based Learning for Kids with ASD

Student Support Teacher (SST)/Learning Program Support (LPS) Learning Sessions

Student Support Teachers were able to meet face-to-face on September 28, 2022, at the Education Centre. Learning Program Support Teachers are tentatively scheduled to meet on October 26, 2022. Once the dates are approved for the SST/LPS Course, information will be shared with the system about this amazing opportunity.

9.2 Special Education Plan – Ministry Submission – Superintendent Scot Gillam

Link: [Special Education Plan](#)

9.3 SEAC Input on Presentations and Special Education Review – Superintendent Scot Gillam and Principal Michael Blackburn asked SEAC Members for suggestions on presentation topics as well as input for the following Special Education Review questions:

- How might we (the system) gather the important information we are looking for to guide our next steps?
- Who do we need to gather the information from and how?

Topics were discussed and a list will be generated by Educational Services Staff and Superintendent Scot Gillam for sharing at the November 9, 2022, SEAC Meeting.

10. NEXT MEETING DATE

Wednesday, November 9, 2022

11. ADJOURNMENT

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

The meeting adjourned at 7:04 pm.



Mental Health is for Everyone!

Join School Mental Health Ontario's Parent / Caregiver Collaboration Group Today!

Are you a parent or caregiver that is interested in student mental health? School Mental Health Ontario wants to hear from you!

Applications are open for our Parent and Caregiver Collaboration Group. We welcome you to apply and share your thoughts on what children need in order to thrive and the types of tools, education, and supports parents and caregivers want to support their children’s mental health.



Apply here!
Applications close November 6th! Visit the website for more info, and to apply!

Why join?

- Share your experience and expertise
- Build your knowledge about mental health and mental illness
- Review and provide input on new and existing supports for parents and caregivers
- Create a community that offers helpful insights related to key directions in school mental health

Who to contact?

Patricia Codner
Parent / Caregiver Engagement Consultant
pcodner@smho-smso.ca

Fireda Ahmed
Student and Parent/Caregiver Engagement Consultant (Francophone)
fahmed@smho-smso.ca

Who can apply?

- We welcome interested parents and caregivers of students in publicly funded schools across Ontario (kindergarten to grade 12) to apply.
- We welcome, in particular, applications from parents and caregivers who bring diverse perspectives and/or lived experience supporting their children with mental health problems.
- No experience in parent/ caregiver groups needed.
- We seek to include parents and caregivers from regions across the province, from many communities, representing students with many identities and intersectionalities.
- The group will be facilitated in English with ongoing opportunities for francophone members to connect and work alongside the Parent/Caregiver Engagement Consultant (Francophone)



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



La santé mentale, c'est pour tout le monde!

Joignez-vous au Groupe de collaboration des parents et des aidants naturels de Santé mentale en milieu scolaire Ontario

Êtes-vous un parent ou un aidant naturel qui s'intéresse à la santé mentale des élèves? Santé mentale en milieu scolaire Ontario désire vous entendre!

Les candidatures sont ouvertes pour notre Groupe de collaboration des parents et des aidants naturels. Nous vous invitons à poser votre candidature et à partager vos idées sur ce dont les enfants ont besoin pour s'épanouir et sur les types d'outils, d'apprentissage et de soutien qui permettront aux parents et aux aidants naturels d'appuyer la santé mentale de leurs enfants.



Posez votre candidature ici!

La période de candidature se termine le 6 novembre – visitez le site Web pour plus de renseignements et pour poser vos candidatures!

Pourquoi joindre le groupe?

- partager vos expériences et votre expertise;
- approfondir vos connaissances sur la santé mentale et la maladie mentale;
- examiner et fournir des commentaires sur les nouveaux soutiens et les ressources existantes à l'intention des parents et aidants naturels;
- créer une communauté qui offre des idées utiles sur les orientations clés de la santé mentale en milieu scolaire.

Avec qui communiquer

Patricia Codner
Consultante en engagement et en littératie des familles/aidants naturels
pcodner@smho-smso.ca

Fireda Ahmend
Consultante en engagement et en littératie des familles/aidants naturels (francophone)
fahmend@smho-smso.ca



Qui peut poser sa candidature?

- Nous invitons les parents et les aidants naturels des élèves fréquentant des écoles financées par les fonds publics de l'Ontario (de la maternelle à la 12^e année) à présenter une demande.
- Nous accueillons en particulier les candidatures de parents et d'aidants naturels qui apportent des points de vue divers et une expérience vécue du soutien à leurs enfants souffrant de problèmes de santé mentale.
- Aucune expérience des groupes de parents et d'aidants naturels n'est requise.
- Nous cherchons à inclure des parents et des aidants naturels de diverses régions de la province et de nombreuses communautés, représentant des élèves aux identités multiples croisées et aux expériences diverses.
- L'ensemble du groupe sera animé en anglais, et les membres francophones auront également la possibilité de converser en français avec la consultante en engagement des parents et des aidants naturels.



**School
Mental Health
Ontario**

**Santé mentale
en milieu scolaire
Ontario**



ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

SPECIAL EDUCATION ADVISORY COMMITTEE

11/09/2022

A. Ministry Updates:

None currently.

B. Educational Services Update:

Professional Development

BMS and Emotion Coaching

On the October 24, 2022, PA Day, Laura Conboy and Wendy Fisher provided Emotion Coaching for Educational Services staff. Emotion Coaching is a practical technique that can help when students are feeling strong emotions at school and prioritizes listening and validating emotions before moving to problem-solving. Emotion coaching offers school staff another tool for supporting student mental health and well-being and is designed to help students to return to learning.

Also, during this time, seven newly hired casual Educational Assistants (EAs) were provided Behaviour Management Systems (BMS) training. The training was facilitated by Kevin Hulton, Scott Nichol, Katherine Coles, and Shona Ribbel. Along with the seven new hires, twenty-nine other EAs were recertified in BMS.

safeTalk

On November 3, 2022, safeTalk training took place and was facilitated by Student Support Counsellors (SSCs) Christa Cox and Victoria Cadue. safeTALK is a three-hour alertness training that prepares individuals to become a suicide-alert helper. safeTALK-trained helpers can recognize these invitations and act by connecting individuals at risk with life-saving intervention resources, such as caregivers trained in Applied Suicide Intervention Skills Training (ASIST). We currently had twenty-nine EAs registered to attend.

Violence Threat Risk Assessment (VTRA) Training

On October 27-28, 2022, forty-one Limestone District School Board (LDSB) staff and community partners received Level Two Violent Threat Risk Assessment or VTRA Training which was facilitated by Kevin Cameron. This two-day training is for those professionals who have already obtained their Level I Certification. Level Two Training builds on the theory and practice of threat/risk assessment, but also includes the more comprehensive process of data analysis and strategic interviewing. In all threat assessment cases, the practice is broken down into two simplistic categories: assessing the threat and assessing the threat maker. We were very fortunate to have Kevin join us. Our relationship with Kevin and the VTRA Process is nearly two decades old. Community partnerships are critical to VTRA and were pleased to have several in attendance as well.

Student Support Teacher (SST)

An opportunity for Student Support Teachers (SSTs) to connect and learn together was held in person on September 28, 2022. This session included a discussion around System Goals/Messages (Lexia, School to Community Services Enhanced Criteria, Structure for Team Meetings), Individual Education Plan (IEP) and Specialized Equipment Amount (SEA) Updates, Universal Design for Learning (UDL), Modifications, and Literacy Supports (Science of Reading and Structured Literacy). SST Sessions to follow: November 30, 2022, February 23, 2023, and April 25, 2023.

Learning Program Support (LPS)

A full day learning session for Learning Program Support (LPS) teachers was held on October 26, 2022. Topics included Goals/System Messages (Lexia, School to Community Services Enhanced Criteria), Key Areas of Focus (UDL, Data Driven decisions, Multi-Disciplinary Teams), a data discussion, Modifications, Learner Profiles and Literacy Diagnostics. We invited current LPS teachers to share and discuss their evolving support models. Follow-up sessions are scheduled for January 17, 2023, and May 2, 2023.

SST/LPS Course

The SST/LPS Course will be held this year on November 24, 2022, December 15, 2022, January 19, 2023, February 9, 2023, March 2, 2023, and March 30, 2023 (Thursdays) from 4:30 pm—6:30 pm. This certificate course is designed for all LDSB elementary and secondary teachers who are interested in growing their knowledge of evidence-based best practices in the implementation of special education, programming, and strategies. This course will offer a multitude of access points through an engaging six-part series that includes a focus on the following areas:

- Knowing the Learner
- Individual Education Plans (IEPs)
- The role of the SST and LPS teacher
- Creating Equitable and Inclusive Classrooms
- Supporting Literacy and Math in Limestone (Structured Literacy and Math Intervention)
- Educational Services Supports.

District Autism Classes (DAC)

DAC Teachers and the Autism Team had a Collaboration Meeting on October 6, 2022, for a half day. Work was completed on resource sharing, program planning, and support strategies. Three more meetings are planned for December 8th, 2022, February 16, 2023, and April 27, 2023.

District Learning Centres (DLC)

DLC Educators will be coming together on November 8, 2022, for a half day. Topics include System Messages, Key Areas of Focus, Student Profiles, Collaborative Problem Solving, The Third Path resource, Safety Planning, and the Mid-Year Review Process. A second half day of release is planned for January, in addition to opportunities to connect virtually in March and May.

Fetal Alcohol Spectrum Disorder (FASD) – Team Professional Development

This year's FASD Symposium will take place on January 23-24, 2023. This year, seven sites (six elementary and one secondary) have been identified by Kids Inclusive FASD System Navigators as sites with one or more students who have FASD and have been targeted for the opportunity to attend this Symposium. If interested, sites will identify a school-based team with up to four individuals (classroom teacher, Educational Assistant, Student Support Counsellor, Student Support Teacher, or School to Community teacher) to participate in this online symposium. The goal is to have participants share their experience and new knowledge with their broader school staff team.

New School to Community Teachers (SCS)

On September 21, 2022, an orientation was held for new elementary and secondary School to Community (SCS) teachers. The day focused on assisting educators in navigating the intricacies of the role of a School to Community Teacher including referrals, community resources, IEPs, district supports, and much more.

Elementary School to Community (SCS) Staff Meetings

Four SCS elementary staff meetings (October/December/February/April) will be held for itinerant elementary SCS teachers to discuss relevant system updates, community partnerships, and programming best practices.

Universal Design for Learning (UDL) Resource

A SharePoint website has been developed to support LDSB staff as they learn more about the Universal Design for Learning (UDL) and continue in their efforts to make this an important part of their teaching practice. Staff can use this website to learn more about UDL and find easy-to-implement strategies that they can use right away to support students. Resources are being developed to support administrators with the sharing of this website with staff. We would be happy to share the site at a future meeting, but it will only be available to LDSB staff at this time.