

Agenda – SEAC Meeting

December 11, 2024 – 5:30 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link: <https://bit.ly/SEACMTGDec112024>

Public Meeting – 5:30 p.m.

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 THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. APPROVAL OF MINUTES

4.1 SEAC Meeting – November 6, 2024 (Pages 3-7)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 Educational Services 2024-25 Monitoring and Operational Plan – Mike Blackburn, Principal & Nicola Dillard, Vice Principal, Educational Services (Pages 8-13)

7. CORRESPONDENCE

7.1 Ontario College of Teachers – Correspondence from Linda Lacroix, Registrar & CEO of Ontario College of Teachers in response to the Limestone District School Board letter received on November 19, 2024. (Pages 14-16)

Limestone District School Board

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8. ASSOCIATION UPDATES

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam (Pages 17-18)

9.2 K-12 Education Accessibility Standards 24/25 – Superintendent Scot Gillam

10. NEXT MEETING DATE

January 22, 2025

11. ADJOURNMENT

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

November 6, 2024

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	<p>Present:</p> <p>H. Clark, Autism Ontario E. Clow, Member-at-Large A. Martin, Member-at-Large (Queen’s University) Z. Rogers, Community Living Kingston J. Barker, Lennox & Addington Resources for Children L. Clouthier, Easter Seals Ontario C. Lord, Epilepsy South Eastern Ontario K. Hill, Member-at-Large</p> <p>Regrets:</p> <p>H. Simson, Learning Disabilities Association of Kingston</p>
Invitees:	Staff:
	<p>Present:</p> <p>A. McDonnell, Superintendent of Curriculum and Program Services M. Blackburn, Principal of Educational Services W. Fisher, Educational Services and Safe Schools Coordinator C. Snider, Special Education Program Coordinator M. Aylsworth, Special Education Program Coordinator M. West, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services T. Bonham-Carter, Special Education Program Coordinator</p> <p>Regrets:</p> <p>S. Gillam, Superintendent of Education, Learning for All</p>
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

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1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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2. ADOPTION OF THE AGENDA

MOVED BY: Trustee Lloyd that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY: Erin Clow that the October 16, 2024, IEC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 SEAC Letter to the Ontario College of Teachers – A motion was brought forth at the October 16, 2024, SEAC Meeting: That SEAC send a letter to the Ontario College of Teachers, with copies to the Minister of Education and the Minister of Colleges and Universities, requesting an update to the curriculum in Ontario’s Teacher’s Colleges to better meet the diverse needs of students with special education requirements. This motion was moved by all SEAC Members. The letter was written and included in the November 16, 2024, Meeting Agenda Package for review by SEAC Members. It was reviewed, and the word “standardized” was asked to be removed. The Committee approved this removal. The letter will be revised and sent out to the College of Teachers, and carbon copied to all Ontario School Board SEAC Committees and OPSBA, in addition to the Minister of Education and the Minister of Colleges and Universities.

6. EDUCATION SERVICES UPDATE

6.1 Intensive Support Teacher (IST) Role and Restructuring Update – Principal Michael Blackburn, Vice Principal Nicola Dillard, Educational Services Special Education Coordinators: Jessi Lalonde, Melissa West, Matt Aylsworth, Cheryl Snider, and Taggett Bonham-Carter delivered a comprehensive presentation on the Intensive Support Teacher (IST) Role and Restructuring Update. The key points of the presentation are summarized below.

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Special Education Delivery Model Update – The Role of the Intensive Support Teacher (IST)

- Flexible, Responsive, and Inclusive:
 - 28 Intensive Support Teachers (ISTs) across 24 schools in the LDSB.
 - ISTs support students with complex special education needs, including social, emotional, self-regulation, and learning needs.
 - They work within a tiered service delivery model to support student inclusion and success in regular classrooms.
 - ISTs provide direct support, programming, intervention, and consultation, collaborating with classroom teams (Teachers, Educational Assistants, Early Childhood Educators).

Collective Vision

We aim to create a safe, inclusive, and barrier-free community where everyone feels empowered and connected. Our responsive and accessible space fosters collaboration and inclusion. We provide flexible supports and work with educators to ensure student success through strength-based programming.

Development of Supportive and Inclusive Spaces

The initiative began in June with a collaborative effort to design and map out supportive and inclusive spaces across the system. This involved understanding the needs of students and identifying universal supports that would benefit all students, particularly those requiring regulation support, sensory time, or focused learning time.

The design process included providing a menu of possible items for these spaces, considering what could be achieved without financial barriers. Assistance with purchasing was also provided to help set up these spaces.

As students and teachers began using these spaces, they evolved based on the needs and feedback from the school community. This included adding new equipment, moving items around, and continuously adapting to meet the needs of students. The goal is to create dynamic and responsive environments that reflect the vision of supportive and inclusive spaces.

Professional Learning and Capacity Building

One of the key components of supporting changes in service delivery is the acknowledgment that capacity building is necessary across the entire system. This year, the focus has been on enabling the skills and capacity of intensive support teachers and other special education team members to impact classroom practice and school communities.

The journey of learning, collaboration, and capacity building began in June with the development of a vision and philosophy for ISTs. Monthly meetings have been held to share knowledge, successful approaches, and strategies for supporting students. These meetings also address barriers encountered in implementing the new model and develop collaborative strategies to overcome them.

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Professional learning sessions have covered various topics, including communication supports for students, alternative curriculum development, technology, executive functions, and relationship-based approaches. Feedback from ISTs drives the professional learning plan, ensuring it is centered on student needs.

Special Education Coordinators provide ongoing support and coaching to ISTs, attending school meetings and offering advice. The Intensive Support Team has been actively supporting classroom spaces, providing knowledge through Student Support Counselors, Board Certified Behaviour Analysts, and Speech-language Pathologists.

Targeted Context

During our October meeting, groups of ISTs worked on identifying the Tiers of Support in their buildings and pinpointing any gaps. They engaged in activities to determine who they were supporting, how it fit into the tiered model, and areas that needed further exploration or implementation. The goal was to ensure support at all three tiers for students in the school.

One of the resources explored was focused on intentional inclusion planning called the Place Alignment Planner. ISTs identified students and explored spaces for successful integration, aiming for purposeful planning to ensure students' success in regular classrooms.

To support these initiatives, significant resources and funding were allocated to create inclusive and supportive environments in schools. This included providing funding to all schools to start up and develop these environments.

Resources and Funding

To support the changes and ongoing implementation of the new model, significant resources and funding were allocated. Funding was provided to all schools to create inclusive and supportive environments, with a flexible budget to work within. Schools were also allocated funds to purchase universally accessible equipment to support students, which could be used by ISTs and all students within the school.

A bulk purchase of sensory equipment was made to meet the needs of students, including sensory pathways and various fidgets. The board committed a significant amount of time and resources, with 28 staff members meeting for a full day regularly. Resources were also purchased for teachers, such as the Third Path resource for relationship-based approaches and technology supports like LessonPix and Book Creator. These resources are shared with regular classroom teachers and the greater school team, ensuring the prioritization of resources and funding is crucial for the restructuring process.

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Monitoring: Impact, Successes and Barriers

The Monitoring Plan includes gathering both qualitative and quantitative data to assess the impact of the new model. Special Education Teachers and ISTs are provided time to collect information on who is being served, their exceptionalities, and the type of support provided. This data is collated periodically to get a comprehensive view of the support being offered and the grades of the students involved.

Each meeting includes a Barriers and Strategies Protocol, where educators identify and discuss the biggest barriers they face and develop collaborative strategies to overcome them. This feedback is crucial for understanding challenges and refining the support plan.

Teachers are also asked to provide feedback on what they need to learn more about and what areas they would like to explore further. This feedback helps shape the Professional Learning Plan and ensures it is aligned with the needs of the students and educators.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

10.1 Administrative Report: Superintendent's Report – Superintendent Alison McDonnell reviewed the Superintendent's Report that was included in the Agenda Package.

10. NEXT MEETING DATE

December 11, 2024

11. ADJOURNMENT

MOVED BY: Trustee Lloyd, that the meeting adjourn. Carried.

The meeting was adjourned at 6:21 pm.



Educational Services 2024-2025 Monitoring and Operational Plan

Our mission is to support the creation of equitable, supportive and fully inclusive learning spaces where all students can achieve their goals, develop to their full potential, and experience success. Our purpose is to support staff to recognize the unique strengths and needs of every student and to enable the conditions for learning, engagement, belonging and achievement.

Culture Matters Supports Matter Programming Matter People Matter

Universal Design for Learning	Executive Functions	Assistive Technology	Relationship Based Approaches
Accessibility	Neuroaffirming Practices	Multi-tiered Systems of Support	Modifications/ Accommodations



Educational Services 2024-2025 Monitoring and Operational Plan

LDSB Strategic Plan Goal	Educational Services Goal	Strategy	Actions	Timelines	Responsibility	Results/ Monitoring
Increase/ensure educator and staff ability to foster growth in student learning and achievement	To enhance the capacity of in-school teams and Educational Services staff to meet the needs of diverse learners	Implement focused and strategic professional learning plan for staff groups	Collaborative learning for Special Education Coordinators focused on leadership development, coaching and building effective school teams	September – June Bi-weekly Coordinator meetings Bi-weekly leadership team meetings	Ed. Services Principal, Vice-Principal, Mental Health and Safe Schools Leads	Individual Coordinator meeting reflections Leadership Team Agenda/minutes Problem of Practice
			Professional Learning for Administrators focused on Leading Mentally Healthy Schools, effective in-school teams, decision making and multi-tiered systems of support	September – June Monthly Operational Administrator meetings Administrator Carousels: Principals - Sept 25, Nov 13, Mar 5, May 14 Vice Principals - Oct 23, Feb 12, Apr 16	Ed. Services Leadership Team	In-school team surveys (Jan/June)
			Professional learning and collaboration for Special Education Teachers (SST, IST, LPS, Secondary SCS) focused on relationship-based approaches, executive functions /assistive technology, modifications and alternative programming for complex learners	IST – 9 monthly meetings SST – 9 monthly meetings LPS – 4 meetings	Ed. Services Leadership Team Ed. Services Principal/Vice Principal	Barriers/Strategies Protocol In-school team surveys (Jan/June) Data Collection – student support



Educational Services 2024-2025 Monitoring and Operational Plan

			Professional and Collaborative learning for Educational Services Staff focused on multi-disciplinary problem solving, equity/inclusion, data literacy	Monthly staff meetings October and November PA Days	Ed. Services Principal, Vice-Principal, Mental Health and Safe Schools Leads	PA day and staff meeting observations and artifacts
			Professional Learning for Educational Assistants focused on ABA, UDL, Accommodations and Modifications -Leadership and learning series -School-based coaching and support	Jan 31 PA Day Winter and spring Ongoing	Special Education Coordinators, Behaviour Analysts, Intensive Support Team Special Education Teachers (IST, SST, LPS, SCS)	Professional Learning feedback
			Professional Learning for classroom Teachers focused on supporting and programming for students with complex needs in the regular classroom environment -Bolster school team capacity to support professional learning for classroom educators	September – June IST – 9 monthly meetings SST – 9 monthly meetings LPS – 4 meetings	Special Education Teachers (IST, SST, LPS, SCS)	In-school team surveys (Jan/June)



Educational Services 2024-2025 Monitoring and Operational Plan

LDSB Strategic Plan Goal	Educational Services Goal	Strategy	Actions	Timelines	Responsibility	Results/ Monitoring
Create positive cultures that support student engagement and well-being	To promote culturally responsive, identity affirming and inclusive practices	To embed and refine processes and practices which support strengths based and neuro-affirming approaches	Build Educational Services Staff knowledge and capacity in relationship-based approaches and mental health promotion -The Third Path: A Relationship Based Approach to Student Well-Being and Achievement -Every Day Mental Health Practices -Implementation of the Mental Health and Substance Use Strategy and Action Plan	September – January monthly staff SSC, ACW affinity and Leadership Team Meetings Monthly Educational Services Staff Meetings IST – 9 Monthly meetings SST – 9 Monthly meetings	Administrators, Mental Health and Safe Schools Leads, Special Education Coordinators	Staff feedback IST/SST Exit Cards
			Develop in-school team capacity to work within a multi-tiered system of support -Referral Pathway and Process -In School Team/In School Multi-Disciplinary Team/Referral to District supports	IST – 9 Monthly meetings SST – 9 Monthly meetings School Administrators – August and November P/VP meetings Ongoing	Special Education Coordinators (school visits and ongoing consultation) Educational Services Leadership - support to school administrators	In-school team surveys (Jan/June)
			Grow System knowledge and understanding of neuroaffirming practices through professional learning opportunities.	Sept-June – embedded in all Professional Learning experiences	Staff facilitating professional learning	Professional learning feedback In-school team surveys (January/June)



Educational Services 2024-2025 Monitoring and Operational Plan

LDSB Strategic Plan Goal	Educational Services Goal	Strategy	Actions	Timelines	Responsibility	Results/ Monitoring
Meaningfully and effectively collaborate with communities and families	To promote partnerships, value voice, and reduce systemic barriers	Intentionally and authentically involve families and community partners	Prioritize family participation in planning and decision making around student transitions and support planning. -T2K process and Family Workshop -Summer Transitions -IEP/IPRC family friendly resource	Spring 2025 August 2024 Ongoing	Special Education Coordinators School based teams	Summer transition visit data Student and family voice
			Create structures to access and respond to family and student voice -Student Neurodiversity Alliances (System and School-based) -Life Beyond School and Ministry employment project -Student and family voice at Educational Services Staff meetings -Student and family voice regarding changes to Elementary Service Delivery	Ongoing Winter/Spring 2025 Monthly March	Secondary Autism Support Teacher/School Staff Transition Coordinators Principal/Vice Principal of Educational Services	Numbers of students, student voice Representation Student and family voice
			Build in-school team capacity to collaborate with families and community partners -Community Partner presentations at Special Educator Meetings -Referral pathway, in-school monitoring, family meeting/case conference support	IST – 9 Monthly meetings SST – 9 Monthly meetings LPS – 4 meetings	Educational Services Leadership Team	Representation In-school team survey (January/June)



Educational Services 2024-2025 Monitoring and Operational Plan

LDSB Strategic Plan Goal	Educational Services Goal	Strategy	Actions	Timelines	Responsibility	Results/ Monitoring
Align Board resources to support improved student achievement , learning and well-being	To effectively implement school-based models of support that are flexible, responsive and inclusive	Equitably allocate resources within school based multi-tiered system of support	Develop inclusive support spaces in every elementary school -Visioning -Time -Professional Learning -Financial support and resources	June – September 2024 IST – 9 Monthly meetings SST – 9 Monthly meetings LPS – 4 meetings	Ed Services Leadership Facility Services	Photos/School Visits System wide data collection re: services and support (SST, IST and Ed Services Staff)
			Reallocation of central system staff to increase school-based support. -Student Support Counsellors -Speech Language Pathologists -Psychology Team	September 2024	Administrators, Mental Health and Safe Schools Leads	Referral and Service Delivery data
			Provide Resources to schools to implement universal supports -Tier 1 funding to schools -Software Licenses –Lesson Pix, Classroom Screen, Book Creator, Go Zen	September 2024 – provision of resources Ongoing implementation	Special Education Coordinator	Special Education Teacher - feedback
			Support the implementation of school-based referral pathway to supports/services	Introduced August 2024 IST – 9 Monthly meetings SST – 9 Monthly meetings LPS – 4 meetings	Special Education Coordinators Principal/Vice-Principal Superintendents	School visit feedback In-school team survey (January/June)
			Educational Services Consent review	September - June	Vice Principal and Mental Health Lead	



Ontario's Teaching Regulator
L'organisme de réglementation de l'enseignement en Ontario

November 26, 2024

Karen McGregor,
Trustee and Chair of the Special Education Advisory Committee
Limestone District School Board
220 Portsmouth Avenue,
Kingston, ON K7M 0G2

Dear Karen,

Thank you very much for your letter. Your concerns have been shared with our senior leadership team for deeper discussion.

As you are aware, the Ontario College of Teachers (the College) protects more than 2 million students in the province through licensing, investigating and resolving complaints, as well as the accreditation of initial and ongoing teacher education programs.

We appreciate your remarks about potential employment-related support that can be provided to Ontario Certified Teachers (OCTs), while also taking note that employment is outside of the College's mandate.

Initial teacher education programs and accreditation

In 2015, when initial teacher education was extended from two to four semesters, Schedule 1 was added to [Ontario Regulation 347/02, Accreditation of Teacher Education Programs](#). This schedule sets out requirements for each initial teacher education program, requiring faculties of education to provide teacher candidates with an understanding of the current Ontario curriculum, as well as provincial policy documents that are relevant to the candidates' areas of study, including special education, equity and diversity, planning and design, and learning assessment and evaluation.

When programs are reviewed for accreditation, the faculty must demonstrate that their program provides candidates with policies, assessments, and practices that are responsive to the needs and strengths of all students, including students identified as requiring special education support.

With extensive sector consultation, the College updated its [Accreditation Resource Guide](#) (the *Guide*) in 2023 to reflect currency with Ontario education realities. The revised *Guide* provides additional information and examples to clarify the intent of core content that faculties should include in all initial teacher education programs offered in Ontario.

In turn, this *Guide* is used by accreditation panels in their review of programs and to inform the Accreditation Committee who, by regulation, make accreditation decisions regarding the more than 50 initial teacher education programs that are offered in the province.

Practical work

Course work is not the only component of an initial teacher education program. All teacher candidates must also complete a minimum of 80 days of practicum in Ontario schools, where they are supervised and assessed by OCTs. This practical, classroom-based experience with students who have diverse learning needs provides candidates with opportunities to put theory into practice with oversight from a mentor OCT.

Currently there is no provision for practicum placements in Special Education classrooms. At a minimum, teachers in these specialized classrooms must have Part I of their additional qualifications (AQ) in Special Education.

Specialized knowledge and lifelong learning

Teacher candidates and recent graduates of initial teacher education programs are at the beginning of their careers. As regulated professionals, OCTs are expected to continue their journey as lifelong learners through ongoing professional development. The College provides for this expectation by accrediting AQ courses across a wide range of subjects.

AQs are designed to expand and deepen the knowledge of OCTs. Special Education is supported by specific pedagogy, assessment, subject matter expertise, and learning approaches. These highly specialized skills require additional course work, contact time and study.

Currently, 71 (62 English, 9 French) Special Education AQ courses (Parts I, II and Specialist) are accredited by the College to be offered at 27 providers across Ontario. The College has noted increased numbers of OCTs being certified with this qualification when targeted board and provincial funding is made available for AQ course tuition.

Looking ahead: collaboration - teacher supply and data collection

Your concerns highlight the need for more shared partnerships with school boards to ensure that teacher supply pressures are met with sufficient support for early-career OCTs and those who are entering the profession.

These collaborative efforts with all education partners include ensuring there are sufficient numbers of OCTs with specialized qualifications to meet the needs in Ontario classrooms.

Intentional data collection, including that which is collected in our *Focus on Teaching* survey, will be instrumental in providing the information required to support system decisions for improvement.

Next steps

The College is prepared to take action while staying within our regulatory mandate. We will engage with the Ministry of Education, the Ontario Association of Deans of Education, faculties of education and other education partners to consider what can be made available for teacher candidates to broaden knowledge and skills required to teach and support students who have special education needs.

The College is currently engaged in a review of our professional standards. Thousands of OCTs and system partners have participated in focus groups and responded to opportunities to share their input as we seek to update these professional obligations. The insights that you have provided will be included as part of that ongoing collection of feedback.

As an education system, we will have succeeded in working together when we have qualified and certified teachers for every Ontario classroom, where all students are learning, safe and cared for.

Thank you again for sharing your thoughts.

Sincerely,



Linda Lacroix, OCT/EAO
Registrar & CEO

P.S. Please see that we have included the Chairs of Ontario School Boards' Special Education Advisory Committees as Cc in our correspondence. We trust that you will circulate our correspondence to them accordingly.

Cc: The Honourable Jill Dunlop, Minister of Education
The Honourable Nolan Quinn, Minister of Colleges and Universities
Stephanie Donaldson, OPSBA Executive Director
Chairs of Ontario School Boards' Special Education Advisory Committees

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

12/11/2024

A. Ministry Updates:

Special Incidence Portion (SIP) Funding

Historically SIP funding for school boards was provided after a comprehensive claims process was completed. During this process, school boards provided substantiation of the support required by students who required 2:1 adult support during their school day. More recently, SIP funding has been provided based on a benchmark figure with small yearly increases.

As of September 30, 2024, school boards were to report on the number of students with high complex special education needs, or extraordinarily high needs, to help inform a future approach for the SIP component as part of a modernization exercise. This data collection provides key information used for both decision-making processes and public reporting of provincial, board, and school level indicators. According to the Ministry, the accuracy of school board submissions is critical to gaining an understanding of the number of students with high complex special education needs across the province and more specifically, board by board.

We are currently working through our submissions to ensure accuracy and will be providing this information to the Ministry shortly.

Policy Program Memorandum (PPM) 140 Survey Work

Policy/Program Memorandum 140, *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)* was released in May 2007. PPM 140 provides direction to school boards to support their use of Applied Behavioural Analysis as an effective instructional approach in the education of many students with ASD. PPM 140 includes a commitment to monitor school boards' implementation of PPM 140.

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Since the PPM's implementation, the Ministry has used a survey to monitor school board compliance with PPM 140. Over the years, the Ministry has received feedback from education sector partners concerning the content and process of the PPM 140 survey. Presently, the Ministry of Education is considering updating and streamlining the PPM 140 survey and is seeking input from key partners. Educational Services staff took part in this process in November, and we will share back any changes that are made to the survey in future meetings.

B. Educational Services Updates:

School Attendance Referral Process & Prolonged Absences Procedures

Wendy Fisher, Educational Services & Safe Schools Lead, recently shared with Administrators updates to the School Attendance Referral process as well as the Prolonged Absences Procedures. Both documents are designed to support the efforts of staff in addressing student absence concerns and the management of prolonged absences more effectively.

The School Attendance Referral Process aims to foster meaningful learning experiences for students aged 6 to 18 by promoting their active participation in academic programs. It details the role of administrators in identifying and addressing attendance issues, consulting with School Attendance Counsellors (SAC), and making referrals when necessary.

On the other hand, the Prolonged Absences Procedures provide guidelines for managing cases where students have missed 15 consecutive school days. It includes steps for administrators and SACs to follow, ensuring continuous communication with families and appropriate actions based on the student's age and circumstances.

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