

# AGENDA – SEAC MEETING

## SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, April 20, 2022 – 5:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Virtual Meeting Link: <https://bit.ly/LDSBSEACMtgApr20>

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 – March 23, 2022 (Pages 3-11)**
5. **BUSINESS ARISING FROM MINUTES**
6. **EDUCATIONAL SERVICES UPDATE**
  - 6.1 **Presentation: Supporting Mental Wellness Amongst Students with Special Education Needs – Michael Blackburn, Principal of Education Services and Laura Conboy, Mental Health Lead**

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

## 7. CORRESPONDENCE

- 7.1 York Catholic District School Board** – Letter to Minister of Education and Minister of Health regarding the nursing shortage, dated April 5, 2022. (Pages 12 - 13)
- 7.2 York Catholic District School Board** – Letter to Minister of Education regarding the Special Incident Portion Claim Funding, dated April 5, 2022. (Pages 14 - 15)

## 8. ASSOCIATION UPDATES

### Easter Seals Ontario Scholarship Program for 2022

The Easter Seals Ontario Scholarship Program for 2022 is now open and accepting applications until April 29, 2022. Easter Seals Ontario is a 100-year-old charitable organization that provides life-changing programs and services to children, youth and young adults with physical disabilities in Ontario.

Each year we offer a number of scholarships to help students with physical disabilities achieve their dreams of post-secondary education. The full list of scholarships offered through our Scholarship Program can be viewed at the website provided below. Please note that, to be considered eligible, applicants must have a physical disability that impacts their mobility. More information can be found in the attached letter and at: <https://services.easterseals.org/other-programs/scholarships/>.

As our goal is to make our scholarships available to as many students as possible, we would greatly appreciate your help in circulating this information to any students or parents in your network who may benefit from this program. Please consider sharing the information in the attached letter. (Page 16)

## 9. OTHER BUSINESS - Administrative Report: Superintendent's Report (Pages 17-18)

- 9.1 Ministry Updates** - Superintendent Scot Gillam
- 9.2 Educational Services Update** – Superintendent Scot Gillam

## 10. NEXT MEETING DATE

May 17, 2022

## 11. ADJOURNMENT

Limestone District School Board

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## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

March 23, 2022

### PUBLIC MEETING

#### Roll Call:

|   |  |
|---|--|
| <b>Trustees:</b>  | <b>Members:</b>  |
| <p>B. Godkin<br/>K. McGregor (Chair)</p>                                | <p>Present:<br/>S. Henderson-Todd, Lennox and Addington Resources for Children<br/>H. Simson, Learning Disabilities Association of Kingston</p> <p>Regrets:<br/>C. Carriere-Prill, Member-at-Large<br/>N. Carson, Epilepsy South Eastern Ontario<br/>A. Martin, Member-at-Large (Queen's University)<br/>C. Norwich-Stevenson, Member-at-Large<br/>Z. Rogers, Community Living Kingston<br/>C. Roberts, Easter Seals Ontario<br/>C. Tooley, Down Syndrome Association Kingston</p> |
|   | <b>Staff:</b>  |
|   | <p>M. Blackburn, Principal of Educational Services<br/>H. Box, Special Education Program Coordinator<br/>L. Conboy, Mental Health Lead<br/>W. Fisher, Educational Services and Safe Schools Coordinator<br/>S. Gillam, Superintendent, Learning for All<br/>J. Grasse, Vice-Principal of Educational Services<br/>C. Snider, Special Education Program Coordinator<br/>T. Bonham Carter, Special Education Program Coordinator</p>   |
| <b>Guests:</b>  | <b>Recorder:</b>   |
| <p>E. Clost-Lambert, Educational Services Research and Data Analyst</p> | <p>J. Senior, Administrative Assistant</p>   |

Limestone District School Board

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SEE YOURSELF IN LIMESTONE

## 1. WELCOME

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

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.*

## 3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

## 4. APPROVAL OF MINUTES

### 4.1 SEAC Minutes – February 16, 2022

*MOVED BY: Trustee Godkin that the February 16, 2022, SEAC Minutes be approved.*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. EDUCATION SERVICES UPDATE

### 6.1 Presentation: Educational Services Data Presentation

Educational Services Research and Data Analyst Ellyn Clost-Lambert introduced herself to SEAC and shared a presentation of her role and responsibilities within LDSB.

Educational Services Research and Data Analyst:

- Support service to students by designing data collection and management tools; building data visualizations; analyzing data collaboratively alongside Education Services staff; and mobilizing results.
- Two portfolios as of July 2021: 0.6 FTE Education Centre, 0.4 FTE Educational Services.

Data can be used to advance social change if used responsibly and in community with those seeking change.

**Current Work:**

- Supporting reflective practice
- Mobilizing data within Educational Services
- Communications
- Act as resource for staff on best practices

**Future Directions:**

- Triangulate data for intersecting plans, projects, and priorities
- Strengthen collaboration between Educational Services and the central Board Office
- Mobilize issues-based data system-wide

## 7. CORRESPONDENCE

**7.1 Renfrew County Catholic District School Board** – Letter to Minister of Education and Minister of Health regarding the nursing shortage, dated February 11, 2022. Provided for information.

**7.2 Thunder Bay Catholic District School Board** – Letter to Minister of Education endorsing Bill 172, the Education Statute Law Amendment Act in relation to Fetal Alcohol Spectrum Disorder (FASD), dated February 15, 2022. Provided for information.

**7.3 Durham District School Board** – Letter to Minister of Education regarding Change to definition of “Disability” and supporting Bill 172, dated February 22, 2022. Provided for information.

**7.4 Durham District School Board** – Letter to Minister of Education regarding Comments with respect to PPM No. 81, dated February 25, 2022. Provided for information.

## 8. ASSOCIATION UPDATES

### **Helen Simson, Learning Disabilities Association of Kingston**

The Learning Disabilities Association of Kingston will be holding our annual Speak Up for Ability forum on Saturday April 23rd. It will be a virtual event. We are honoured to have two of the lawyers who produced the Ontario Human Rights Commission's Right to Read Report provide a discussion of the report's primary findings and their implications for teaching literacy in Ontario's schools, with a particular focus on the implications for students with learning disabilities. The event is free, and registration will open soon. The OHRC presentation will be followed by a panel of local literacy experts and then a moderated discussion including educators from both local school boards, parents, and other experts. Please check our website, [ldakingston.com](http://ldakingston.com) by the end of March to register.

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

### 9.1 Ministry Updates:

#### 2022-2023 Grants for Student Needs Funding (GSNs) Highlights

##### COVID-19 Learning Recovery Fund

The Ministry is providing \$304.0 million in time-limited and temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards. As part of this grant, school boards will be required to provide the option for remote learning in the 2022-23 school year. School boards are permitted to establish one virtual school per elementary and secondary panel based on local demand, where the funding can support the hiring of principals, vice-principals, school-based administrative support and/or Information Technology support.

##### Student Mental Health Investment

Recognizing the importance of promoting positive mental health, especially in light of the COVID-19 pandemic, an increase of \$38.3 million is being provided for student mental health within the Mental Health and Well-Being Grant. This amount includes an increase of \$25.2 million through the Supporting Student Mental Health Allocation, transferred from Priorities and Partnerships Funding (PPF). This funding will continue to support student mental health to foster the continued learning and well-being of students. The base amount is increasing to \$301,723 per school board and the per-pupil amount is increasing to \$6.67. Starting this year, this allocation is enveloped meaning that it must be utilized for school or school board-based mental health staffing, programs, and initiatives.

A new investment of \$10.0 million is being provided, of which \$5.0 million is to be used for evidence-based mental health programs and resources to support student resilience and mental well-being. The ministry will provide more details on the use of these funds in advance of the 2022-23 school year.

##### Local Special Education Priorities

Funding of \$16.3 million to enhance support for students with special education needs, previously provided through PPF, is being provided through the Differentiated Special Education Needs Amount (DSENA) Allocation as a new Local Special Education Priorities amount. In alignment with the prior year, school boards may use this funding to address local priorities such as retaining additional educational and/or professional and paraprofessional staff (e.g., special education resource teachers, educational assistants, speech-language pathologists, occupational therapists, and psychologists, among others)

and other local priorities such as evidence-based programs and interventions, as well as transition supports.

### **Increased Special Equipment Amount (SEA) Per-Pupil Amount**

Funding of \$7.4 million is being provided through the SEA Allocation to support more assistive technology for students with special education needs. In the SEA Per-Pupil Amount component, the base is increasing to \$20,000 and the amount per pupil is increasing to \$39.461.

### **Priorities and Partnership Funding (PPF) Transfers to GSN**

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following PPF allocations are being transferred into the GSN:

#### **Well-Being and Mental Health Bundle**

Funding of \$3.0 million for the Well-Being and Mental Health Bundle is moving from PPF into a new Well-Being and Positive School Climates Allocation within the Mental Health and Well-Being Grant as previously noted above. This new Well-Being and Positive School Climates Allocation, funded through a base amount of \$10,000 per district school board and a per-pupil amount of \$1.14, supports school boards in meeting local needs and priorities that promote and support well-being and inclusive education, including strengthening positive school climates. This funding enables school boards to support activities in their improvement and multi-year strategic plans.

### **2022-23 Priorities and Partnerships Funding (PPF)**

#### **Summer Learning for Students with Special Education Needs**

The ministry will provide \$10 million for the 2022-23 school year school boards to deliver transition programs and additional staffing during the summer for students with special education needs.

#### **Supporting Students with Special Education Needs/ Students with Disabilities**

Application-based funding for school boards to implement initiatives to prevent and remove accessibility barriers experienced by students with special education needs and/or disabilities. Applications would be submitted to fund projects that related to Awareness & Training, Curriculum-Instruction-Assessment, Digital Learning & Technology, and Organizational Barriers.

#### **Special Education Additional Qualification (AQ) Subsidy for Educators**

Funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses.

### **Developmental Disabilities Pilot: Student Transitions**

Funding to support select school boards to explore and implement successful practices in transitioning students with developmental disabilities to work through an intensive job-placement program.

### **Early Intervention in Math for Students with Special Education Needs**

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. Funding may be used to support elementary students with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math.

### **Mental Health and Well-Being PPFs**

#### **School Mental Health Ontario (SMH-ON)**

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addictions system across the lifespan, funding for School Mental Health Ontario (SMH-ON) will continue. SMH-ON will receive \$6.5 million in 2022-23 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, the delivery of consistent professional learning to school-based mental health clinicians and cross-sectoral work with partners in other sectors to ensure alignment with the broader provincial system of mental health services.

#### **Health Resources, Training and Supports**

This funding is used to develop new resources and supports, and to deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues. In past years, this has included supports connected to cannabis use, vaping, gaming, and nutrition. For school year 2022-23, school boards are encouraged to continue using funds to support effective implementation the ministry's Policy Program Memorandum (PPM) on anti-sex trafficking.

#### **Tutoring Supports Program**

In order to address the impacts of the COVID-19 pandemic, the ministry is making an historic investment of approximately \$175 million over the current and next school year for a new

Tutoring Supports Program to be administered by school boards. Boards will receive amended 2021-22 PPF transfer payment agreements (TPAs) with 50% of the allocation to be spent by August 31, 2022.

The remaining 50% will be included in 2022-23 school board PPF TPAs at the start of the school year. Program implementation can begin immediately and must begin no later than the first week of April based on the following criteria:

- An average group size of 5 students
- Smaller average group size, including 1:1 individual tutoring, for students who would benefit from more attention based on student need
- Options will be provided to students to access tutoring during a variety of time slots to meet student need (i.e., before and after school, during the school day, on weekends, and during the summer)
- Tutoring programs will prioritize math and literacy and other foundational learning skills
- Programs may be offered in collaboration with community partners

## 9.2 Ontario Human Rights Right to Read Inquiry

On February 28th, the Ontario Human Rights Commission released the Executive Summary of the Right to Read Inquiry.

You can access that summary at this link: [Right to Read Executive Summary](#).

A copy was also included in the SEAC package. Further information will be brought to SEAC as this report and other documentation from the Ministry are discussed with Senior Team and Trustees.

Chair McGregor called upon SEAC Members for questions regarding the March 2022 Superintendent's Report.

## 9.3 Educational Services SEAC Update

**Building Our Vision for the Future: Enhancing Special Education Services in Our District – March 2022 Monitoring Report** - Principal Michael Blackburn and Vice Principal Jenn Grasse presented a report illustrating the indicators of success in key areas of focus under the four Big Ideas of the Special Education Services Monitoring Document.

1. **Reallocation of Resources:** Restructuring supports, services, teams and programs to meet the changing needs of students and schools and to equitably distribute resources.
  - **Key area of focus:** Continuing – Critically examine application processes for District programs and explore alignment with goals/purpose of specialized programs.

- **Indicators of Success:**
  - Review of District Program Goals (Mission and Vision).
  - Aligning of District Program application processes.
  - Monitoring student progress through mid-year review meetings and team check-ins.
  - Developing consistent tools/templates to identify student strengths, needs and goals.
  
- 2. **Professional Learning:** Provide ongoing and relevant professional learning to a variety of staff in order to build capacity to meet the needs of diverse learners in an inclusive learning environment.
  - **Key area of focus:** Continuing – Embed Universal Design for Learning (UDL) principles in professional learning opportunities.
  - **Indicators of Success:**
    - Addition of Special Educator Support Teacher role to support UDL strategies and supports at the secondary level (de-streaming).
    - Intentional focus on UDL at SST/LPS course professional learning sessions.
    - Ongoing UDL resource sharing at system-wide SST meetings.
    - Resource sharing with Educational Services.
  
- 3. **Strengthening Partnerships and Leveraging Supports:** Strengthen and enhance partnerships with families and community partners to leverage supports and maximize student learning and well-being.
  - **Key area of focus:** Continuing – Develop supportive resources for students and parents (IEP and IPRC).
  - **Indicators of Success:**
    - Development of Parent and Student IEP Guide—student-centred with a focus on building self-advocacy.
    - IPRC Guide for Parents—critical and accessible information.
    - IPRC/Waiver Flowchart for SSTs—system alignment and support.
  
- 4. **Learning for All:** Support the implementation of differentiated, precise and research-based instructional strategies to support the learning and well-being of all students.
  - **Key area of focus:** Continuing – Collaborate with Program Team/Curriculum Department to explore literacy and numeracy supports and interventions.

➤ **Indicators of Success:**

- Ongoing information sharing and collaboration with SSTs in the area of literacy and numeracy intervention.
- Prioritizing regular connection between Special Education Coordinator and Program Team to share special education perspective.
- OHRC Right to Read Report—continuing the work in the area of early screening, intervention and assessment.

Chair McGregor called upon SEAC Members for questions regarding the March 2022 Monitoring Report.

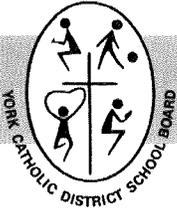
## 10. NEXT MEETING DATE

Wednesday, April 20, 2022

## 11. ADJOURNMENT

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

*The meeting adjourned at 6:12 pm.*



# York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1  
Tel: 905-713-2711, 416-221-5050, 1-800-363-2711, Automated Lines: 905-713-1211, 416-221-5051  
Fax 905-713-1272 • www.ycdsb.ca

RECEIVED  
Limestone District School Board  
APR 13 2022  
Scot Gillam

April 5, 2022

Honourable Christine Elliot  
Minister of Health  
5<sup>th</sup> Floor, 777 Bay Street  
Toronto ON M7A 2J3

Chiristine.elliott@pc.ola.org

Honourable Stephen Lecce  
Minister of Education  
Mowat Block 22<sup>nd</sup> Floor 900 Bay Street  
Toronto ON M7A 1L2

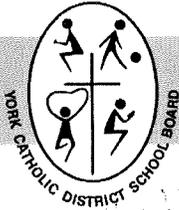
Minister.edu@ontario.ca  
Stephen.lecce@pc.ola.org

Honourable Christine Elliot and Honourable Stephen Lecce.

The York Catholic District School Board's Special Education Advisory Committee is writing to you in support of District School Board of Niagara's recent letter denoting the impact of the current nursing shortage on school boards across the province. Currently there are hundreds of students across Ontario awaiting nursing care that is required for them to attend school safely and meaningfully. School staff cannot perform the duties of a nurse/registered health care professional, but stress that it is also imperative that we take every reasonable step to ensure that all students have access to education.

Though this shortage is not the responsibility of school boards, many school districts including the YCDSB have advised they are committed to being part of a temporary solution for student and families affected. One way Boards have supported students requiring health care services in our schools is by allowing parents/guardians or a temporary health care service provider, designated by the parents/guardians, to visit the school, adhering to all safety protocols, to provide the health care services, where possible, for their child. Furthermore, our schools continue to creatively engage with and provide academic support to students who are at home awaiting nursing care. We are aware that the updates to the Ministry of Health "**Family-Managed Home Care/Self Directed Care**" program eligibility requirements now include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses. However, families and Board staff note that funding for this program is exceedingly difficult to access and few families receive support, likely due to the extensive and complex process required to procure the funding.

It is a clear and widespread fact that in-person learning is the best learning environment for students. With the support from the province and significant planning, commitment and efforts by District School Boards, schools opened this fall. Tragically however many students are unable to attend school with their peers, and their families are bearing much of the burden in managing the care of students who do not have at-school nursing support secured at this time. Like many other School Boards across Ontario, we are committed to being part of the solution



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for our students and families affected. We stand with other Boards in requesting that this issue be a top priority for this government and that an immediate and accessible solution be developed to allow all children to access the learning they require and deserve.

Sincerely,

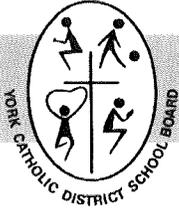
Handwritten signature of Jennifer Wigston in black ink.

Jennifer Wigston  
Chair  
Special Education Advisory Committee  
Trustee Vaughan Area 4  
York Catholic District School Board

Handwritten signature of Eleonora Morgillo in black ink.

Eleonora Morgillo  
Co-Chair  
Special Education Advisory Committee  
SEAC Association Representative for Autism  
Ontario, York Region  
York Catholic District School Board

cc: Board of Trustees, YCDSB  
Domenic Scuglia, Director of Education, YCDSB  
Chairs of all Ontario Special Education Advisory Committees



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April 5, 2022

Honourable Stephen Lecce  
Minister of Education  
Mowat Block 22<sup>nd</sup> Floor 900 Bay Street  
Toronto ON M7A 1L2

Minister.edu@ontario.ca  
Stephen.lecce@pc.ola.org

Honourable Stephen Lecce,

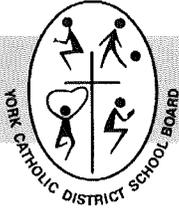
The York Catholic District School Board's Special Education Advisory Committee is writing to you in support of Durham District School Board's Special Education Advisory Committee recent letter with regard to **Special Incident Portion Claim Funding**.

In the spring of 2018, the previous government announced an increase to the Special Incidence Portion (SIP) claim funding of \$11,016.00, increasing the funding amount up to \$38,016.00 per student from the previous funding amount of \$27,000.00. On August 24, 2018, after school board budgets were prepared and approved, the Ministry announced that the increase would be clawed back to \$28,518.00, bringing the net increase to \$1,518.00 per student.

SEACs across the province were dismayed by the Ministry of Education decision to claw back that increase given that the true cost of supporting a student with a SIP claim are significantly higher than that amount. For example, the average cost, including salary and benefits, for an Educational Assistant is \$58,870.00. A student who requires 2 plus Educational Assistants to support their learning needs would be a cost of \$117,740.00 plus. The Ministry of Education's SIP amount covers approximately 24.2% of the cost to support a student with significant learning needs. The YCDSB covers the remaining 75.9% of the cost from our Special Education and operational grants.

The budget gap at the YCDSB between Special Education revenues and expenditures for the last three years has averaged 5.3%. This current school year alone, the YCDSB allocated \$8,841,444.00 more than what was given in Special Education Grants to Special Education services. Some of the money YCDSB used to fund this gap is the Local Priorities funding (Support for Student Funding), which is not guaranteed to be received annually from the Province.

YCDSB SEAC is expressing our concerns that the funding the Ministry of Education provides for SIP is inadequate. The claw back of the SIP increase announced on August 24, 2018, along with the reallocation to the Special Education Per Pupil amount resulted in a net decrease in



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funding, further increasing the YCDSB deficit. As the Auditor General highlighted in 2018, the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review." YCDSB SEAC is extremely concerned by the direction funding for special education is taking, leaving our most vulnerable children further at risk. Inadequate funding of Special Education at the YCDSB puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when the YCDSB takes revenues from other areas to meet its statutory commitment to children accessing Special Education services.

We request the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We further request, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special needs.

Sincerely,

Handwritten signature of Jennifer Wigston in black ink.

Jennifer Wigston  
Chair  
Special Education Advisory Committee  
Trustee Vaughan Area 4  
York Catholic District School Board

Handwritten signature of Eleonora Morgillo in black ink.

Eleonora Morgillo  
Co-Chair  
Special Education Advisory Committee  
SEAC Association Representative for Autism  
Ontario, York Region  
York Catholic District School Board

cc: Board of Trustees, YCDSB  
Domenic Scuglia, Director of Education, YCDSB  
Chairs of all Ontario Special Education Advisory Committees

April 11, 2022



Special Education Superintendents and Guidance Counsellors

**Re.: Easter Seals Ontario Post-Secondary Scholarships**

I am contacting you today on behalf of Easter Seals Ontario to share important information regarding our Post-Secondary Scholarship Program.

Easter Seals Ontario has been providing scholarships to students attending colleges and universities for many years. The scholarships offered through our Scholarship Program provide youth with physical disabilities with the much-deserved opportunity to earn an education and carve their path in the world. For many youths, the cost of tuition is a major barrier that prevents them from pursuing post-secondary education. We are committed to improving access to education, so that more students can achieve their dreams and reach their full potential.

**We are happy to share that the Easter Seals Ontario Scholarship Program for 2022 is now open and accepting applications until April 29, 2022.** The full list of scholarships offered through our Scholarship Program can be viewed at the website provided below. Please note that, to be considered eligible, applicants must have a physical disability that impacts their mobility. As our goal is to make our scholarships available to as many students as possible, we would greatly appreciate your help in circulating this information to any students or parents in your network who may benefit from this program. More information can be found at: <https://services.easterseals.org/other-programs/scholarships/>.

Easter Seals Ontario is proud to be marking 100 years of helping children and youth with physical disabilities to reach their full potential, make the absolute most of their abilities and live their lives to the fullest. Easter Seals Ontario's programs and services focus on serving children and youth up to the age of 19 who have a physical disability affecting their mobility. We provide funding for essential mobility and accessibility equipment, fully accessible summer camp, special education resources, post-secondary scholarships, access to additional information resources and public awareness of disability issues. Today, Easter Seals Ontario continues to offer life-changing programs that enable kids with physical disabilities to experience greater independence, freedom, and dignity, made possible through the generosity and dedication of donors, sponsors, local service clubs, volunteers and staff. Learn more at [www.EasterSeals.org](http://www.EasterSeals.org).

Sincerely,

Robyn Visheau  
Senior Manager, Communications  
Easter Seals Ontario  
[rvisheau@easterseals.org](mailto:rvisheau@easterseals.org)

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## ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

### SPECIAL EDUCATION ADVISORY COMMITTEE

04/20/2022

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#### 9.1 Ministry Updates

##### Ministry of Education Update:

The Ontario government is supporting students with special education needs, along with their parents, through new investments and partnerships that will help them succeed in the classroom. The investments are part of the government's overall plan to support learning recovery and renewal and address the impacts of learning disruptions during the COVID-19 pandemic.

As part of the government's Priorities and Partnerships Funding (PPF) COVID-19 Equity Supports, Ontario's new investments in special education include:

- \$150,000 to [Down Syndrome Association of Ontario](#) (DSAO) to create digital and print content that supports parents, guardians and caregivers as their child with Down syndrome transitions through the school system
- \$100,000 to [Child Development Institute](#) (CDI) to implement the Stop Now And Plan (SNAP) Program and the Early Assessment Risk List (EARL) framework for children with behavioural issues, and in support of their families. SNAP teaches children effective emotion regulation, self-control and problem-solving skills, and techniques
- \$25,000 to [Children at Risk](#) for programs for children with autism to help develop their behavioural, communications and social skills.

#### 9.2 Educational Services SEAC Update:

##### World Autism Day

While World Autism Day took place on Saturday, April 2, 2022, many classrooms across Limestone celebrated Autism Day throughout the week following this Saturday. The ABC

class at JG Simcoe created tie-dye shirts and had an amazing outdoor performance and students in Rob Kay's DAC shared how they made their classroom and school inclusive and neurodiverse. Many other classrooms across the district, both in elementary and secondary, also provided examples of celebrating Autism Day in their Twitter feeds.

### **Life Beyond High School**

Life Beyond School is a wonderful information sharing meeting that has been held for many years, organized by Donna Abbink, LDSB Transition Coordinator. Life Beyond School is open to our wider Limestone Community, especially for graduating students and families of students who are contemplating graduation from high school or who are about to graduate.

### **SST/LPS Course**

There were 27 participants who completed this year's SST/LPS course. This included nine participants who were new to the role. We also had four Secondary participants, including one from Secondary Virtual School, as well as the Elementary Virtual School SST. This course is instrumental in providing the knowledge and skills to successfully support special education at both the elementary and secondary level. A huge thanks to Cheryl Snider and the rest of the team at Educational Services for supporting this invaluable professional development.

### **Trauma-Informed Training**

Trauma-informed training took place with ESL Instructors on March 24 and April 21. There was also a half-day meeting with Student Success Staff and ESL Instructors, focusing on students with a presenting mental health issue. Eleven staff and two teacher candidates were present.

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