



AGENDA – SEAC MEETING

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, December 13, 2023 – 5:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Virtual Meeting Link:

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 – November 8, 2023** (Pages 3-9)
5. **BUSINESS ARISING FROM MINUTES**

Limestone District School Board

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

6. EDUCATIONAL SERVICES UPDATE

6.1 Presentation: Building Our Vision for the Future, Enhancing Special Education Services in our District, 2023/24 Monitoring Document – Principal Michael Blackburn and Vice Principal Nicola Dillard (Pages 10-13)

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

8.1 Autism Ontario Updates – Report from Haley Clark (Pages 14-15)

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report - Superintendent Gillam (Pages 16-26)

9.2 Special Education Mission Statement Follow up – Superintendent Gillam and Principal Blackburn

10. NEXT MEETING DATE

January 24, 2024

11. ADJOURNMENT



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

November 8, 2023

PUBLIC MEETING

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: H. Simson, Learning Disabilities Association of Kingston H. Clark, Autism Ontario E. Clow, Member-at-Large K. Hill, Member-at-Large A. Martin, Member-at-Large (Queen's University) M. Covey, Community Living Kingston S. Patay, Lennox & Addington Resources for Children Regrets: L. Clouthier, Easter Seals Ontario
	Staff:
	Present: M. Blackburn, Principal of Educational Services J. Lalonde, Special Education Program Coordinator S. Gillam, Superintendent, Learning for All N. Dillard, Vice-Principal of Educational Services C. Snider, Special Education Program Coordinator T. Vail, Special Education Program Coordinator A. Ward, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator
Guests:	Recorder:
D. Cameron, Intervention Assistant	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.

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: Member-at-Large Erin Clow that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes November 8, 2023

MOVED BY: Member-at-Large Erin Clow that the November 8, 2023, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 Samantha Patay – Superintendent Scot Gillam shared a letter from Lennox and Addington Resources for Children (LARC) nominating Samantha Patay as LARC’s association representative to the committee, replacing Sandy Henderson Todd, who retired in September. Samantha was welcomed to SEAC.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Assistive Technology Across the System – Special Education Coordinator Jessi Lalonde and Intervention Assistant Dawn Cameron shared an in-depth presentation on Assistive Technology Across the System.

Chair McGregor called on SEAC Members for questions.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

8.1 Haley Clark, Autism Ontario - Autism Ontario Updates

ENGLISH Updates:

Event: Webinar Miniseries: Mental Health Matters

Date: Part 1: For Young Children – November 16, 2023, 12:00 pm – 1:00 pm

Part 2: For School Aged Children – November 23, 2023, 12:00 pm – 1:00 pm

Part 3: For Teens – November 30, 2023, 12:00 pm – 1:00 pm

Link: <https://bit.ly/4762mEb> (all registration)

- Join us for a 3-part mini-series about mental health and well-being in childhood and adolescence. This mini-series is intended to support parents and caregivers in understanding their child's mental health and provide general strategies and information on what can be done at home to promote coping and improvements in well-being.
- Each part is divided by age; however, some strategies may be helpful for your child regardless of their chronological age.

Event: Moderated Webinar: Autism, Sexuality, and the Law with Dr. Isabelle Hénault

Date: November 22, 2023, 12:00 pm – 1:00 pm

Link: <https://bit.ly/3QbnKBI>

- In this webinar, strategies and tools adapted to the autistic profile in terms of education and prevention of illegal and inappropriate sexual behaviour will be presented, in addition to concrete cases. The notion of consent will be addressed using appropriate educational tools.

Event: Workshop: Home for the Holidays

Date: December 20, 2023, 7:00 pm - 8:00 pm

Link: <https://www.autismontario.com/civicrm/event/info?id=9018>

- Join Bethany Brewin (Occupational Therapist, M.Sc. O.T.) and Danielle Nolan (Social Worker, MSW RSW) for a winter-themed workshop that aims to support caregivers in continuing to build skills across a variety of areas while having fun as a family and enjoying all the season has to offer. Bethany and Danielle will provide information on 5 different activities you can do at home during the holidays with minimal supplies or preparation. The activities will highlight 5 skill areas: fine motor skills, gross motor skills, sensory skills, calming/mindfulness skills, and socio-emotional skills.
- This workshop is appropriate for children of all ages.

FRENCH Updates:**Event: Qu'est-ce que l'autisme**

Date: November 13, 2023 - 12:00 pm - 1:00 pm

Link: <https://www.autismontario.com/civicism/event/info?id=8957>

- Ce webinaire a pour but d'expliquer ce qu'est l'autisme et la neurodiversité. Nous parlerons de la neurodiversité, de l'autisme et des caractéristiques de l'autisme, et nous indiquerons comment les personnes autistes peuvent percevoir ce qui les entoure et interagir avec leur environnement. Vous apprendrez également comment être un.e allié.e de la cause autiste, avec nos conseils pratiques et nos stratégies sur la façon de créer un environnement inclusif et de soutenir les personnes autistes à la maison, à l'école ou dans la communauté.
- Ce webinaire peut être utile à toute personne appelée à interagir avec des personnes autistes, y compris les aidant.e.s, les partenaires communautaires, le personnel scolaire et les autres professionnel.le.s.
- À l'issue du webinaire, les participant.e.s auront l'occasion de poser des questions et de participer à une séance en direct de questions-réponses avec un membre de l'équipe d'Autisme Ontario.

Event: Autisme, sexualité et loi: Aspects juridiques et interventions éducatives adaptées avec Dre Isabelle Hénault, sexologue et psychologue

Date: November 22, 2023, 7:00pm - 8:30pm

Link: <https://www.autismontario.com/civicism/event/info?id=8999>

- Dans les dernières années, l'accessibilité à l'internet accroît la consommation d'images et de sites à caractère pornographique. Les réseaux sociaux sont également présents dans la vie d'une majorité d'adolescents et d'adultes autistes. Les règles entourant l'aspect légal des contenus demeurent floues. Ainsi, le piège est grand pour les personnes autistes qui naviguent sans connaître les risques et les conséquences associées aux échanges (chat), au visionnement et/ou à la distribution du matériel illégal.
- Des stratégies et des outils adaptés au profil autiste en termes d'éducation et de prévention des comportements sexuels illégaux et inappropriés seront exposés, en plus de cas concrets. De plus, la notion de consentement sera abordée à l'aide d'outils d'éducation adaptés.

8.2 Helen Simson, Learning Disabilities Association of Kingston (LDAK) – Limestone District School Board Mental Health Lead, Laura Conboy, will be presenting a webinar on Promoting Positive Mental Health for Students through LDAK on Tuesday, November 28, 2023, from 7 to 8:30 pm. This is a free webinar and Helen will send more information regarding registration to be sent out to all SEAC Members.

9. OTHER BUSINESS

9.1 **Administrative Report: Superintendent's Report** – Superintendent Scot Gillam shared the following:

A. **Ministry Updates:**

Ministry of Children, Community and Social Services

Leading Innovation for Transformation (LIFT): Preschool Speech and Language and Children's Rehabilitation Guidelines and Implementation

Leading Innovation for Transformation (LIFT) is a new strategy for the children's rehabilitation service sector which includes providing new guidelines, implementation supports, and monitoring processes to promote efficient, effective, and equitable service delivery for children with rehabilitation needs. LIFT is supported by the recent investment in pediatric health services. Using innovative service delivery, data-driven decision making, and collaboration between service providers, we can reduce wait times and improve experiences and outcomes for children, youth, and their families.

Service providers are expected to collaborate with school boards to warmly transition children to school-based services at school start, and/or to ensure delivery of children's rehabilitation services:

- Where a school board has providers on staff (e.g., Speech Language Pathologist or Occupational Therapist), Children Treatment Centres (CTCs) can collaborate on how best to provide tiered services within the board. (e.g., a mix of tiered approaches can be considered).
- Where a school board does not have providers, CTCs can work with the board to provide tiered services in the classroom and to collaborate with educators and support staff.

In areas where more than one organization is providing services (e.g., Preschool Speech and Language (PSL) and district school board), students should receive a single intervention from a single therapist, where possible (e.g., one speech-language pathologist would support speech and language services). This would support service continuity, achievement of student goals, and coordination of their clinical service and Individual Education Plans (IEPs). School boards and principals maintain decision-making for provider's access to students in schools and classrooms.

B. Educational Services Update:

Skills Based Treatment (SBT) Kick-Off - November 6, 2023

Limestone District School Board (LDSB) has partnered with FTF Consulting and Dr. Greg Hanley to implement the Practical Functional Assessment (PFA) and Skills Based Treatment (SBT) in three schools this winter. Dr. Hanley has introduced a contemporary and compassionate version of Applied Behaviour Analysis (ABA) when working with persons with autism or those with intellectual disabilities who routinely engage in severe problem behaviour. The treatment process was reviewed, emphasizing the process for teaching contextually appropriate behaviour following the shaping of a communication and toleration repertoire. We will be working with Dr. Hanley and his team over the next 15 weeks to learn and implement these strategies to inform future system supports, services, and capacity building.

Professional Development (PD)

- **Student Support Teacher (SST) PD**
 - December 5, 2023 - Executive Functioning
 - February 27, 2024 - Neurodiverse Affirming Practices in Schools
 - April 23, 2024 - Social Emotional Supports
- **Learning Program Support (LPS) PD**
 - November 22, 2023
 - March 5, 2024
 - April 24, 2024
- **School To Community Teachers (SCS) PD**
 - Secondary - November 22, 2023
 - Elementary - December 6, 2023
- **District Autism Classroom (DAC) PD**
 - December 14, 2023 - Professional Learning/Neurodiversity Affirming Education Presentation

Celebrating Accessibility Awards

Congratulations to Eva Carlin, Deaf and Hard of Hearing Teacher and Accessibility Lead, on being awarded the Celebrating Accessibility Award from the City of Kingston. Eva has been a champion for accessibility for many years in her role on Educational Services.

Chair McGregor called on SEAC Members for questions.

9.2 Special Education Mission Statement Review – Principal Michael Blackburn and Vice Principal Nicola Dillard shared information on the Special Education Mission Statement.

Our current Special Education Mission Statement states:

Our mission is to provide a safe, positive, and caring learning environment, which enables all students to acquire useful knowledge and skills, a positive attitude, and a well-founded self-confidence. Our purpose is to build a foundation for all students to develop to their full potential and have fulfilling and meaningful lives as well-balanced, productive citizens.

Michael Blackburn will send an email out to SEAC Members asking for feedback and changes they would like made to the current Mission Statement. This feedback will be brought back to the SEAC Meeting on December 13, 2023.

Chair McGregor called on SEAC Members for questions.

10. NEXT MEETING DATE

Wednesday, December 13, 2023

11. ADJOURNMENT

MOVED BY: Haley Clark, Autism Ontario, that the meeting adjourn. Carried.

The meeting was adjourned at 6:40 pm.

Special Education Services in our District

Monitoring Document 2023-24



Programs and Programming - *Programs and Programming matter*

Explore and implement programs and programming that are personalized to student's strengths and needs and responsive to goals, progress and future opportunities.

Individualized Supports and Accommodations - *Supports matter*

Explore and implement supports and accommodations that increase access and opportunities for learning and reduce barriers to success.

Inclusive and Supportive Culture - *Culture matters*

Explore and implement strategies to support an inclusive and supportive culture that creates a sense of belonging, teamwork and shared belief in what is possible.

Staff Support/Human Resources - *People matter*

Explore and implement staff and team capacity building to support a team approach within a multi-tiered system of support.

Programs and Programming	Beginning	Continuing	Enhancing
Support system-wide learning and implementation of effective and research-based instructional strategies and program accommodations.		✓	➡
Critically examine District programs, services, and supports to assess impact and efficacy.	✓	➡	

Support school teams to implement purposeful, planned, and meaningful inclusion for students.		✓	
Support personalized, adaptable, engaging, and responsive school-based programming and experiences.		✓	
Individualized Supports and Accommodations	Beginning	Continuing	Enhancing
Support processes and practices for understanding diverse learners (student profiles, goals/hopes, gifts, areas for growth).		✓	
Reduction of instructional, environmental, and attitudinal barriers and increase of access/accessibility.		✓	
Examine and focus on transitional supports for students with particular attention to Transition to Kindergarten, K-1, 7-9.			✓
Inclusive and Supportive Culture	Beginning	Continuing	Enhancing

Develop and share supportive resources for students and parents (e.g. IEP, IPRC, transitional supports).		✓	
Communicate and collaborate with students, families, and community partners to gather voice and lived experiences.	✓	→	
Support and promote school and classroom cultures to celebrate neurodiversity, implement identify affirming support, and focus on a strength and relationship based approach.		✓	
Staff Support/Human Resources	Beginning	Continuing	Enhancing
Continue to build staff knowledge and capacity to support diverse learners within inclusive classrooms.		✓	→

Facilitate system and school-based Multi-Tiered Systems of Support (MTSS) within a multidisciplinary teams framework.	✓		
Increase understanding and awareness of pathways to care, support, and services.		✓	

Autism Ontario Updates

ENGLISH:

Journey to Adulthood Overview

Journey to Adulthood is a 90-minute virtual presentation that introduces key topics in the transition from youth to adult. It is open to parents and caregivers of youth ages 12–18 who are in the AccessOAP program.

This session is an introduction/overview of key topics in the transition from youth to adult. It will provide caregivers with a broad overview of adult services, funding, and supports along with key dates for applying for adult services.

Date: Tuesday, December 5, 2023

Time: 6:30 pm – 8:00 pm

Register: <https://www.autismontario.com/civicrm/event/info?id=9125>

Rad Dads

Join us each month to meet with other dads, male caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or simply sit back and listen.

Date: Monday, December 18, 2023

Time: 7:30 pm – 9:00 pm

Register*: <https://www.autismontario.com/civicrm/event/info?reset=1&id=8830>

**Note: Registration opens on December 4, 2023 @ 12:00 p.m.*

Ausome Moms

Join us each month to meet with other moms, female caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or simply sit back and listen.

Date: Thursday, December 21, 2023

Time: 7:30 pm – 9:00 pm

Register*: <https://www.autismontario.com/civicrm/event/info?reset=1&id=8821>

**Note: Registration opens December 7, 2023 @ 12:00 pm.*

To sign up for our newsletter(s): <https://www.autismontario.com/newsletter>

FRANCAIS:

Les Fêtes à la maison avec Véronique Chiasson et Josée Massé

À l'approche des Fêtes et des vacances d'hiver, vous êtes peut-être en train de décorer la maison, d'allumer la menora ou de construire un bonhomme de neige. Il se peut aussi que vous vous demandiez « Comment encourager mon enfant à prendre une pause bien méritée de l'école ou de la thérapie, sans briser l'élan et la structure des routines quotidiennes? ».

Véronique Chiasson et Josée Massé offrent un webinaire sur le thème de l'hiver, qui a pour but d'aider les aidants à continuer de développer des compétences dans divers domaines tout en permettant à la famille de s'amuser et de profiter de tout ce que l'hiver peut nous offrir.

Véronique et Josée vous proposeront cinq activités différentes qu'on peut faire à la maison pendant les vacances avec un minimum de matériel ou de préparation. Les activités privilégient cinq types d'habiletés : motricité fine, motricité globale, habiletés sensorielles, habiletés d'apaisement et de pleine conscience, et habiletés socio-émotionnelles. Ce webinaire convient aux enfants de tous âges.

Nous espérons que ces recommandations vous donneront quelques pistes d'activités amusantes à essayer avec votre famille.

Ce webinaire s'adresse aux enfants, adolescent.e.s et aux adultes autistes, à leurs familles et aux professionnel.le.s qui interviennent auprès de cette population.

Si vous avez d'autres questions ou si vous souhaitez obtenir des renseignements supplémentaires sur le contenu de cette présentation, veuillez contacter melanie@autismontario.com

Date: jeudi, 14 décembre, 2023

Heure: 7:00 PM (GMT-05:00) Heure de l'Est nord-américain - Toronto

Durée: 60 minutes

Link: <https://bit.ly/3MuZRT9>

Inscrivez-vous et tenez-vous au courant: <https://www.autismontario.com/newsletter>



ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

SPECIAL EDUCATION ADVISORY COMMITTEE

12/13/2023

A. Ministry Updates:

Policy/Program Memorandum 169: Student Mental Health

- Three-Year Mental Health and Substance Use Strategy and One-Year Action Plan
- Joint Local Planning with Community-based Child and Youth Mental Health Providers
- Multi-Tiered System of Supports
- Consistent Use of Evidence-informed Brief Interventions and Standardized Measurement
- Suicide Prevention and Postvention Protocols
- Virtual Care Delivery
- Enhanced Educator and Staff Mental Health Literacy
- Mandatory Mental Health Literacy Learning for Students – 7/8 MH Modules
- Family Mental Health and Literacy Awareness
- Social-Emotional Learning
- Mental Health Absences

MASCE Meeting Highlights (Pages 19-26)

- February 2022
- November 2022
- March 2023

2023 Joint Protocol for Student Achievement (JPSA)

The Joint Protocol for Student Achievement (JPSA) is a template for school boards and children's aid societies to use to create local protocols that support the academic success and well-being of students in care or students receiving services from societies. The Ministry of Education (EDU) and the Ministry of Children, Community, and Social Services (MCCSS) launched the JPSA in 2015.

The 2023 JPSA has been updated to reflect current applicable legislation, policies, programs, and practices to enhance services to support Children and Youth in Care. It includes special considerations for Indigenous students, to be considered when societies and school boards update their local protocols. In addition, the 2023 JPSA has been updated with input from the education and the child welfare sectors such as feedback from school boards and societies.

The major updates to the JPSA include:

- Consideration for Indigenous, Black, racialized, 2SLGBTQI+ students and communities, and the provision of identity-based, culturally responsive and trauma-informed supports.
- Information about new programs and grants, such as EDU's Transportation and Stability Supports for Children and Youth in Care (CYIC), the Indigenous Graduation Coach program, and the Graduation Coach program for Black Students.
- New section on school board enrolment, with guidelines for enrolment and attendance.
- References to updated provincial acts and guidelines, such as:
 - The Child, Youth and Family Services Act, CYFSA, 2017
 - The Enrolment Register Instructions, 2012
 - Ontario's Quality Standards Framework to Improve the Quality of Care for Children and Young Persons in Licensed Residential Settings, 2020.
- Reports and recommendations from the Office of the Chief Coroner (e.g., Information sharing, enrolment, attendance, student mental health and well-being supports, etc.).
- Updated terminology to refer to children and youth in care rather than crown wards.

The original content in the 2015 template was revised and condensed to provide space for additional features, such as:

- Promising practices for collaboration and supporting students (based on feedback from school boards and societies).
- Enhanced areas for local customization.
- Additional subsections on how societies and school boards can promote student well-being, extra-curricular activities, and community supports.
- An updated glossary (terms defined in the glossary are marked with an Asterix (*) when first referenced in the document).

B. Educational Services Update:

NeuroVibes Event

Limestone and Queen's University will be offering an evening for families and the public to learn more about neurodiversity, neurodiverse affirming practices, and the extent of community supports. The event takes place on January 25, 2024, at the Faculty of Education Library. More details to come.

Research Projects

Educational Services staff and Professor Ian Matheson from Queen's are working on two important research projects that will benefit staff and students in Limestone. The first project involves a deeper dive into the Special Education Review data, and more specifically, the information shared around "belonging." The second project involves what students know about their own Individual Education Plans and how that relates to self advocacy. Another aspect of this work is learning more about what teachers know about student self advocacy and how it is approached in classrooms.

Clinical Psychology Outreach Program (CPOP)

The CPOP is up and running once again. Psychology students from Queen's University will be supporting secondary schools during the lunch hour and will be conducting Lunch and Learn Topics. Topics include sleep hygiene and exam preparation. This project is supported by psychologists from LDSB and Dr. Sue Buchanan from Queen's.

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

Meeting Highlights
Minster's Advisory Council on Special Education (MACSE)
February 15 and 16, 2022

Tuesday February 15, 2022

Welcome and Opening Remarks – Peggy Blair, Chair, MACSE

- The Chair reminded members of their obligations regarding confidentiality and conflict of interest.

The Honourable Stephen Lecce, Minister of Education

- The Minister expressed his appreciation for the Council's continuing work. He assured the members that their advice continues to inform the work of the ministry.
- School boards reported that more than 10,000 students with special education needs attended in-person learning at school during the period when most students were learning remotely.
- The government recognizes that in-person learning is critical to the mental health, development, and academic success of students.
- The Minister also addressed online learning, improving internet access, modernizing curriculum, de-streaming, combating bullying, and equity.

Member comments

- Putting health measures in place has been crucial to a successful return to the classroom
- When educational resources are released, they should be available in alternate formats immediately so as not to have some students left to catch-up later
- Multiple pathway options can be key to success for students with special education needs
- Ongoing professional development for school and system leaders is important
- The volume of training and professional development expectations can be overwhelming; priorities need to be established to ensure educators are properly-equipped to help students who are struggling
- Seed funding for reading initiatives and innovations like Project SEARCH make a difference.

MACSE Advice: Informing the Ministry's Short- and Long-Term Work – Claudine Munroe, Director, Special Education / Success for All Branch

- Ms. Munroe reviewed the Council's mandate, the scope of topics brought to MACSE over the last three years, and how the Council's advice has informed ministry policy and operational decisions.
- Topics addressed during Council meetings have included autism, curriculum, e-learning, equity/human rights, mental health, school-based rehabilitation services and more.
- MACSE members also canvas their constituencies to bring information about successes, challenges, effective practices and suggestions to the Council and Ministry.

EQAO Update – Dan Koenig, EQAO Chief Executive Officer

- Mr. Koenig discussed the 2021-22 assessments schedule, measuring student achievement, the reporting plan for all assessments, student system perceptions, and accessibility features.

Member comments

- In response to an inquiry about the extent to which EQAO assessments were intended to be a component of student grades, Mr. Koenig noted that this is a decision made by school boards.
- Members noted they look forward to receiving the results of Grades 3 and 6 assessments.

Community Collaboration

- Members discussed the community collaboration submissions from their constituencies.
- Council members reported a range of opinion about the frequency of polling constituencies for information through this process. In the absence of a consensus, the Chair suggested the existing info gathering process for each MACSE meeting continue.
- The Chair and Secretary will review the form to optimize ease of use and accessibility.

K-12 Standards Development Committee (SDC) Update – Lynn Ziraldo, SDC Chair

- The SDC was established to advise the government on the components and implementation of an accessibility standard for education made under the authority of the *Accessibility for Ontarians with Disabilities Act* (AODA).
- The SDC met 20 times over four years and submitted its final report on January 28, 2022.
- The major themes of the report were reviewed and the need for effective transitions stressed.
- Members extended their congratulations to the SDC on the breadth and detail of the report.

Modernizing Curriculum – Dianne Oliphant, Skills and Apprenticeship Development Branch

- An overview of graduation requirements, experiential learning, cooperative education, course types and pathways, and curriculum review was provided and MACSE was invited to comment on:
 - How modernized learning approaches should be utilized in the future
 - Senior-level course types needed to prepare students for all post-secondary pathways
 - Criteria for reviewing curriculum and how often it should be reviewed

Member comments

- Project SEARCH was cited as a pathway that may include opportunities for earning credits
- There should be greater flexibility for the courses included in the groupings of compulsory courses and more opportunities for co-op education and apprenticeship programs
- Consider developing a compulsory Interdisciplinary Studies course on special education

- Curriculum documents should reflect the diverse student population in Ontario
- Consultations should include senior leaders within school boards
- Curriculum should be reviewed every 5 to 6 years

Caring and Safe Schools – Anne Sealey, Manager, Special Education/Success for All Branch; Jess Whitely and Sachin Majaraj, University of Ottawa

- An overview was provided on *Caring and Safe Schools in Ontario (2010)*.
- MACSE was invited to comment on contemporary models, resources, programs, and best practices, while also noting what in the existing document is or is not working
- Members were invited to provide written comments through the MACSE Secretary or directly to the project team via email

Wednesday, February 16, 2022

Review of Policy/Program Memorandum (PPM) 81

– Claudine Munroe (Director) and Anne Sealey (Manager), Special Education/Success for All Branch

– Jane Cleve (Director), Child Development & Specialized Services Branch, Ministry of Children, Community and Social Services

– Dan Leinwand, Senior Policy Advisor, Home and Community Care Branch, Ministry of Health

- Three ministries (EDU, MCCSS, and MOH) are reviewing PPM 81 and its outline of a model for delivery of health support services by community-based providers in publicly funded schools.
- The review has three objectives:
 - Strengthen evidence-based practices;
 - Improve access to and quality of health, rehabilitation, and community-based clinical services in schools; and
 - Clarify roles and responsibilities to address gaps in services.
- A draft of a new PPM was the focus of discussion.

Member comments

- Speech and language services need to be ramped up in the early years when they will help develop skills that will benefit students throughout their time in school
- Consider more streamlined communications among multi-disciplinary teams, perhaps including access to electronic records (imbedding specified sharing permissions into the record)
- Parents/caregivers need to know what services are available
- Availability of space is an issue in some schools
- Provisions of collective agreements may sometimes be a barrier
- Concern from some stakeholders about the short time of this consultation

Closing Remarks

- The Chair extended thanks to all participants and ministry staff who supported MACSE's work and the preparation for this meeting.

Meeting Highlights
Minster's Advisory Council on Special Education (MACSE)
November 29, 2022

Welcome and Opening Remarks – Peggy Blair, MACSE Chair

- The Chair reminded members of their obligations regarding confidentiality and conflict of interest. All items distributed in members' packages are confidential unless otherwise stated and are not to be shared.
- The Chair introduced and welcomed two new members appointed since the last meeting: Domenic Gentilini, representing the Developmental Disability exceptionality; and Lawrence Barns, representing the Learning Disability exceptionality.

Ministry Update – Claudine Munroe, Director, Special Education / Success for All Branch, and Clayton La Touche, Assistant Deputy Minister, Student Support and Field Services Division

- An overview was provided of special education, including demographics, funding, current initiatives, and work relating to the K-12 Education Standards Development Committee Report and the Ontario Human Rights Commission's (OHRC's) Right to Read Report.

Members' comments

- Additional information was requested about the 37 barrier reduction projects approved under the \$6 million initiative announced in February 2022.
- Appreciation was expressed for the Project SEARCH Pilot noting that it has an 80% employment rate for students with special education needs.
- The collection of suspension-related data across the province was welcomed.

Community Collaboration

- Members discussed the community collaboration submissions from their constituencies.

Supporting Inclusion in Child Care and Early Years Settings – Karen Calligan & Maria Saunders, Early Years & Child Care Division

- An overview was provided of the supports available in early years and child care settings for the inclusion of children with special needs.
- The commitments made under the five-year review of the *Child Care and Early Years Act, 2014* (CCEYA) were presented and strategies to support seamless experiences better for children with special needs were reviewed.
- Highlights of the Canada-wide Early Learning and Child Care (CWELCC) system were provided as they relate to inclusion.
- MACSE members were invited to provide, and provided, input on opportunities to increase access to a seamless experience for children/students with special needs.

Early Reading Screening - Deb Keefe, Curriculum, Assessment, and Student Success Policy Branch

- An overview was provided of one of the OHRC's recommendations relating to early evidence-based screening on foundational reading skills and requiring school boards to screen all students twice a year from Kindergarten to Grade 2.

Members' comments

- MACSE members were asked for and provided input on a series of questions regarding the implications for implementing this recommendation.

The Honourable Stephen Lecce, Minister of Education

- The Minister expressed his appreciation for the Council's continuing work as it continues to inform the work of the ministry.
- Welcomed the two new members, Domenic Gentilini and Lawrence Barns.
- Provided highlights of the 5 components to *Ontario's Plan to Catch Up*, and noted that the ministry is reviewing the 300 recommendations in the K-12 Standards Development Committee report.
- One of the Minister's priorities in 2023 is the transition from school to employment for students with special education needs.
- Thanked Stacey Manzerolle and Ben Smith for their service on MACSE.

EQAO Update – Dan Koenig (Chief Executive Officer), Joanne Rinella (Director – Assessment & Reporting), Geordie Gibbon (Manager – School Support & Outreach), and Derek Chen (Chief Equity and Assessment Officer), EQAO

- An overview was provided of a new interactive web tool on their web site to view EQAO assessment results.
- The interactive tool includes a component only available to principals and staff that highlights student achievement and OSSLT contextual student information.
- EQAO has an outreach team supporting school boards and/or schools.
- Members appreciated the overview and noted that the interactive dashboard will be another tool to support board improvement planning.

OHRC Right to Read Report – Sector Engagements – Claudine Munroe, Director, Special Education / Success for All Branch

- An update was provided on the ministry continuing review of the Ontario Human Rights Commission's Right to Read Inquiry report.
- MACSE members were asked a series of questions and provided advice relating to the recommendations. The focus included the tiered approach to intervention with students who have reading difficulties and disabilities, professional assessments, assistive technology, special education and supports for parents/caregivers/families.

Closing Remarks

- The Chair acknowledged the service of Stacey Manzerolle who has completed six years representing the Gifted exceptionality constituency, and Ben Smith who represented the Students/Youth constituency for nearly three years.
- The Chair also extended thanks to ministry staff who continue to support MACSE's work and the preparation for this meeting.
- The Secretary noted that next meeting is expected to be held on March 14-15, 2023.

Meeting Highlights
Minster's Advisory Council on Special Education (MACSE)
March 14, 2023

Welcome and Opening Remarks – Peggy Blair, MACSE Chair

- The Chair reminded members of their obligations regarding confidentiality and conflict of interest. All items distributed in members' packages are confidential unless otherwise stated and are not to be shared outside of the Council.
- The Chair introduced and welcomed a new member appointed since the last meeting: Bruce Yu who is representing the Students/Youth constituency.

Community Collaboration

- Members discussed the community collaboration submissions from their constituencies.

The Honourable Stephen Lecce, Minister of Education

- The Minister expressed his appreciation for the Council's work as it continues to inform the work of the ministry.
- He welcomed Bruce Yu to the Council and announced three re-appointments: Kerrie St. Jean representing the Blind and Low Vision exceptionality, Michael Jacques representing Multiple Exceptionalities, and Peggy Blair as the Chair of MACSE.
- He noted recent announcements about apprenticeships and a new secondary school tech credit requirement beginning in 2024, access to apprenticeships, early reading screening, investments in mental health supports, and continued work with School Mental Health-Ontario to support district school boards to support students.
- The Minister thanked Gary Pieters, whose term is ending, for his six years of service representing Principals on the Council.

Members' comments:

- Students who are blind/partially sighted experience low levels of employment. Properly supported with workplace accommodations, co-op and dual credit programs, these students can gain work experience.
- EAs would benefit from access to more training opportunities to better leverage their support of students.
- Funding for Project SEARCH pilots has been successful; students with developmental disabilities are getting employment experience and increased levels of self-worth. Parents are pleased as they see their children's futures are improved.

Updates on the Canada-Wide Early Learning and Child Care System (CWELCC) - Maureen Ennis, and Whitney Wilson, Early Years Division Angela Lawrence Manager Early Years

- The team provided highlights of the Canada-wide Early Learning and Child Care (CWELCC) system including an overview of the supports available in early years and child care settings for inclusion of children with special needs.
- A brief overview of the five-year review of the *Child Care and Early Years Act, 2014* (CCEYA) was presented including the strategies to better support seamless experiences for children with special needs.

In response to inquiries, ministry staff noted:

- Both licensed centre-based and home-based child care can participate in the CWELCC system. There are licensing and other requirements, including introducing new regulations and changes to the licensing process to ensure that spaces are being created in communities that need them most.
- Younger children will be able to access rehabilitative services.

Update from the Education Equity Secretariat – Patrick Case, Assistant Deputy Minister, Education Equity Secretariat

- Mr. Case spoke to the current global context noting that:
 - There has been extreme intolerance towards historically disadvantaged groups.
 - School boards are now required to collect demographic data about their student populations; data collected may include race, gender identify, and disabilities, and other demographic factors.
 - The ministry funds a Human Rights Equity Advisor in 18 boards, for the purpose of helping boards identify systemic issues and address responses / recommendations for solutions.

Members' comments:

- Resources and training will help educators deal with ableism and support inclusion of students with disabilities.

School for the Blind / AERO - Dan Maggiacomo (Principal – W. Ross Macdonald School) and Bob Minnery (Manager – AERO), Provincial and Demonstration Schools Branch (PDSB)

- An overview of the services and supports provided by the W. Ross Macdonald School (K-12 education for blind and Deafblind students) and Alternative Education Resources Ontario (AERO) was presented.

Members' comments:

- School boards need to be more aware of what AERO offers. The ministry noted that PDSB staff, including those from AERO, are always willing to provide information to District School Boards (DSB) in Ontario.

Student Achievement Division Updates – Mishaal Surti (Director), Carla Robbins, Derrick Schellenberg (all from the Curriculum, Assessment and Student Success Policy Branch); Dianne Oliphant (Director) and Ashley Gilbert (both from the Skills Development & Apprenticeship Branch)

- Updates were provided on the Tutoring Supports Program, de-streaming Grade 9, the curriculum review process, and the curriculum and resources website.

Members' comments:

- New curriculum and learning expectations are critical to successful de-streaming.
- SEACs would like boards to share data on the impact of de-streaming on learning.
- Parents appreciate the efforts to increase accessibility of online learning.
- When implementing modifications, they should be kept within grade level.

Review of Education Community Partnership Programs (ECPP) – Charles Ungerleider, Brian Abner, Ruth Baumann, Richard Franz, and Geniva Liu

- Claudine Munroe provided a brief introduction, noting that ECPP is a program within special education that receives over \$100 million in funding with over 550 programs in over 60 school boards. An external review team has been engaged to undertake a program review.
- Interviews will be conducted with key ECPP informants to determine what is working well and what needs to be improved.

Members' comments:

- The ministry should send a communication to school boards about the review.
- The review is timely and should consider both process and outcomes, including for historically marginalized students.

Ontario Autism Program Update - Nicole Cull and Alison Sproat, Autism Branch, MCCSS

- An update on the implementation of the Ontario Autism Program (OAP), including core clinical services and the entry to school program.
- AccessOAP serves as a single point of contact for families in the OAP and offers a range of supports to families including care coordination, service navigation, connecting families to program pathways they may be eligible for, and providing funding and reconciliation for families receiving core clinical services.

Members' comments:

- Equitable access is a priority, noting remote communities and in the North, students with multiple/complex needs and Indigenous communities.

Preschool Speech and Language & School-Based Rehabilitation Services and Guidelines - Ziyaad Vahed (Director) and Riffaat Mandani (Acting Manager), Child Development and Specialized Services Branch, MCCCS

- An update on the development of new guidelines for Preschool Speech and Language and Rehabilitation programs. CTCs and Smart Start Hubs are a clear entry point for families to access services

Members suggested the ministry consider:

- Delivering services in school only, based on the child's needs, and who would be identified as the primary provider.

Specialized Mental Health Supports - Theresa Kennedy and Gail Lalonde, School Mental Health-Ontario (SMH-ON)

- SMH-ON provided an overview of the System of Care Approach, Special Education and Mental Health and resources to support students with special education needs.

Closing Remarks

- The Chair acknowledged the service of Gary Pieters who has completed six years representing Principals and extended thanks to ministry staff who continue to support MACSE's work and the preparation for meetings.