



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

October 19, 2022

PUBLIC MEETING

Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	Present: H. Simson, Learning Disabilities Association of Kingston S. Henderson-Todd, Lennox and Addington Resources for Children Z. Rogers, Community Living Kingston A. Martin, Member-at-Large (Queen's University) L. Clouthier, Easter Seals Ontario C. Carriere-Prill, Member-at-Large Regrets: C. Tooley, Down Syndrome Association Kingston C. Norwich-Stevenson, Member-at-Large
	Staff:
	M. Blackburn, Principal of Educational Services A. Ward, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator S. Gillam, Superintendent, Learning for All J. Grasse, Vice-Principal of Educational Services C. Snider, Special Education Program Coordinator T. Vail, Special Education Program Coordinator
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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

1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

“The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes – September 14, 2022

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

5. BUSINESS ARISING FROM MINUTES

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

6. EDUCATION SERVICES UPDATE

6.1 Presentation - Modifications: A Journey of Learning and Reflection

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

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

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

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

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

Modifications

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

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

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

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

Future Implications

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

What Questions Should I Ask if Modifications are Recommended:

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

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

6.2 Presentation: Summer Special Education and Mental Health Supports

Special Education and Mental Health Funding

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

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

Summer School

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

Literacy Camp Support

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

Back to School Transitions

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

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

Adolescent Care Worker (ACW) for Summer School

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

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

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

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

- Fifty-one LDSB staff
- Three Maltby staff

Applied Suicide Intervention Skills Training (ASIST)

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

- Six LDSB staff
- Six Pathways to Education Staff

Intensive Y-Skills Training

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

- Twenty-one EAs

Behaviour Management Systems (BMS) Training

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

- Forty-seven casual Educational Assistants

Chair McGregor called upon SEAC Members for questions.

6.3 Presentation: Monitoring Plan/Student Story

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

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

Strengthening Partnerships and Leveraging Supports

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

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

7. CORRESPONDENCE

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

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

8. ASSOCIATION UPDATES

Easter Seals Ontario

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

Helen Simson, Learning Disabilities Association of Kingston (LDAK)

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

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

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report

A. Ministry Updates:

Special Incidence Portion (SIP)

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

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

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

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

B. Educational Services Update:

Enhanced Autism Training Program

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

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

Ontario Educator Online Autism Training Program

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

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

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

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

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

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

9.2 Special Education Plan – Ministry Submission – Superintendent Scot Gillam

Link: [Special Education Plan](#)

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

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

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

10. NEXT MEETING DATE

Wednesday, November 9, 2022

11. ADJOURNMENT

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

The meeting adjourned at 7:04 pm.