



## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

May 17, 2022

### PUBLIC MEETING

#### Roll Call:

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

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: Andrea Martin that the agenda be approved.*

## 3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

## 4. APPROVAL OF MINUTES

### 4.1 SEAC Minutes – April 20, 2022

*MOVED BY: Sandy Henderson-Todd that the April 20, 2022, SEAC Minutes be approved.*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. EDUCATION SERVICES UPDATE

**6.1 Presentation: Special Education Budget (2022-2023)** – Superintendent of Business Services, Craig Young and Manager of Financial Services, Paula Carson shared an in-depth presentation on the Special Education Budget for 2022-2023. The Special Education Allocation provides additional funding to school boards to support students who need special education programs, services, and/or equipment.

The Special Education Allocation comprises the following six components:

- Special Education Per Pupil Amount (SEPPA)
- Special Education Equipment Amount (SEA)
- Differentiated Special Education Needs Amount (DSENA)
- Special Incidence Portion (SIP)
- Education and Community Partnership Program (ECP) Amount
- Behaviour Expertise Amount (BEA)

The Special Education Allocation may only be used for Special Education. Any unspent funding must be treated as deferred revenue for Special Education. The Special Education Allocation provincially is projected to be approximately \$3.25 billion in 2022-23.

New in 2022-23, is the transfer of the Priority Partnership Funding (PPF) Special Education Supports Amount into the Grant Student Needs (GSN). Provincially, the PPF \$16.3 million Special Education Supports Amount will be called the Special Education Local Priorities Amount and will be transferred into the Special Education Grant's Differentiated Special Education Needs Amount (DSENA). This amount can be used to address local priorities such as:

- Additional educational and/or professional/paraprofessional staff (e.g., Special Education Resource Teachers, Educational Assistants, Speech-Language Pathologists, and Psychologists among others).
- Other local priorities such as evidence-based programs and interventions, as well as transition supports.

Additionally, new in 2022-23, is the funding increase for Assistive Technology in the Special Education Equipment Amount (SEA) Per-Pupil Amount. Provincially, additional 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, the base is increasing to \$20,000, and the Per-Pupil Amount is increasing to \$39.46.

Special Education Per-Pupil Amount (SEPPA) recognizes the cost of providing additional assistance to the majority of students with special education needs.

Special Education Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs. SEA is made up of the following two components:

- SEA Per-Pupil Amount
- SEA Claims-Based Amount

Differentiated Special Education Needs Amount (DSENA) addresses the variation among school boards with respect to students with special education needs and school boards' abilities to respond to those needs. DSENA is made up of the following components:

- Measures of Variability (MOV) amount
- Special Education Statistical Prediction Model (SESPM) amount
- Base Amount for Collaboration and Integration amount
- Multi-Disciplinary Supports amount
- Local Special Education Priorities amount

Special Incidence Portion (SIP) supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school.

Education and Community Partnership Program (ECPP) Amount provides funding to school boards for education programs for school-aged children and youth in care, in treatment centres or who are in youth justice facilities. These facilities include hospitals, children's mental health centres, detention centres, community group homes, and social services agencies.

Behaviour Expertise Amount (BEA) provides funding for school boards to hire board-level Applied Behaviour analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA. The BEA allocation is made up of the following three components:

- ABA Expertise Professionals Amount
- ABA Training Amount
- After-School Skills Development (ASSD) Amount

The Mental Health and Well-Being Grant provides funding to foster the learning and well-being of students, including support for frontline mental health workers in secondary schools to provide direct service, reduce wait times, and improve access to critical services, and to strengthen positive school climates; and support the continued learning and well-being of students who are suspended/expelled or at risk of being suspended/expelled. This grant also provides targeted funding for select secondary schools in priority urban neighbourhoods. The Mental Health and Well-Being Grant comprises the following allocations:

- Mental Health Workers Allocation
- Supporting Student Mental Health Allocation

Also new in 2022-23, is the transfer of \$25.0 million provincially into the Supporting Student Mental Health Allocation. Previously funded through PPF, funding of \$25.0 million for student mental health is being added to the Supporting Student Mental Health Allocation. 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.

Provincially, a new investment of \$10.0 million is being provided to foster resilience and mental well-being for students, which includes \$5.0 million to support the use of evidence-based mental health programs and resources used by school boards.

The Mental Health Workers Allocation supports overall student mental health and ensures the best outcomes for students and their families. This allocation has two components:

- Mental Health Workers Staffing Component
- Data and Information Collection Component

The Mental Health Workers Staffing Component provides targeted funding for regulated mental health workers in secondary schools. The Data and Information Collection Component is being provided to assist with the collection of relevant information so that school boards will be able to assess the use of mental health workers in their secondary schools and make timely evidence-based adjustments.

Chair McGregor called upon SEAC Members for questions regarding the Special Education 2022-2-23 Budget.

## 7. CORRESPONDENCE

**7.1 Upper Grand District School Board** – Letter to Deputy Minister of Education and Deputy Minister of Health regarding PPM 81, dated February 9, 2022. Provided for information.

**7.2 Near North District School Board** – Letter to Minister of Education regarding providing on-line learning resources and the platforms used to access these resources, dated April 13, 2022. Provided for information.

**7.3 Superior-Greenstone District School Board** – Letter to Minister of Education regarding making Regulation 632/20 a permanent amendment, dated April 29, 2022. Provided for information.

## 8. ASSOCIATION UPDATES

None at this time.

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

### 9.1 Ministry Updates:

#### Ministry of Education Update

Ministry updates covered under Superintendent Young and Financial Services Manager Paula Carson's budget presentation.

In anticipation of the June election, we expect no further communication from the Ministry.

### 9.2 Educational Services SEAC Update:

#### Special Education Coordinator Updates

First and foremost, we would like to thank and wish Hugh Box all the best in his retirement. Hugh has served students with special education needs for his entire career and most recently as the Special Education Coordinator for both the School to Community Team and the Autism Team. We wish Hugh all the best in the next chapter of his life. The successful candidate for Hugh's position as Coordinator – Autism Team was Tagget Bonham-Carter who has been filling this position while Hugh was supporting the School to Community Team. Tagget will be on leave for the 2022/23 school year and Ash Ward will be filling this position for the year. We are also very pleased to welcome back Tiiu Vail to her role as Special Education Coordinator – School to Community Team in September. Jessi Lalonde will be joining us as a Special Education Coordinator for all assisted technology.

#### Mental Health Week (May 2-6, 2022)

During May 2-8, 2022, Limestone recognized the Canadian Mental Health Association's Mental Health Week. As in years past, a package of materials was sent to Limestone schools to support teachers and support staff during the week. This year's themes included:

- Monday - Physical Self-Care
- Tuesday - Emotional Self-Care
- Wednesday - Social Self-Care
- Thursday - Spiritual Self-Care
- Friday - Helping a friend

Superintendent Gillam thanked Laura Conboy, Mental Health Lead, Educational Services Leadership and the Committee for supporting such an important week.

### **Entry to School Program and Partnership**

The Ministry of Education has provided funding to support the entry to school process for students with ASD. This is a partnership with a lead agency in our area (ACT Learning/Stride Academy). The Entry to School Program provides six months of support to students through small group sessions at Stride Academy prior to school, and then six months of follow-up support and consultation with their in-school teams when the student begins school.

### **Lexia Pilot Project**

During the 2021-22 school year Educational Services has supported a pilot project focused on an on-line reading intervention program - Lexia. The pilot targeted students in our District Programs (DLC, DAC, LD and ECPP) who have experienced reading fluency challenges. The implementation team is meeting with all program teachers at the end of May to gather feedback, explore future opportunities for implementation, and to examine data related to program efficacy.

### **EA Allocation process**

The EA allocation process has begun for the 2022-23 school. All elementary and secondary schools have been informed of their base EA allocation for next year and are in the process of meeting with their in-school teams to reflect on student needs and develop support plans for next year. Schools have developed a Special Education School Profile to inform and monitor this important work. This year we increased our base EA allocation from 317.5 to 325.

### **Special Education Support Teacher - De-streaming and UDL**

Our Special Education Support Teacher (Lisa Rose-Hartwick) has been very busy working alongside secondary LPS and Grade 9 teachers in the areas of de-streaming supports and Universal Design for Learning. Within a coaching model, Lisa is supporting educators to gather diagnostic data, examine student profiles, and explore instructional and assessment approaches. This work has occurred at NDSS, LaSalle, and KLC and is now beginning at BSS and NAEC. We will learn a great deal from this collaborative work and look forward to sharing with LPS and Grade 9 teachers next fall and key learning with SEAC.

Chair McGregor called upon SEAC Members for questions.

## **10. NEXT MEETING DATE**

Wednesday, June 8, 2022

## **11. ADJOURNMENT**

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

*The meeting adjourned at 5:38 pm.*