



## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

March 23, 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 H. Simson, Learning Disabilities Association of Kingston</p> <p>Regrets:</p> <p>C. Carriere-Prill, Member-at-Large N. Carson, Epilepsy South Eastern Ontario A. Martin, Member-at-Large (Queen's University) C. Norwich-Stevenson, Member-at-Large Z. Rogers, Community Living Kingston C. Roberts, Easter Seals Ontario C. Tooley, Down Syndrome Association Kingston</p>
	Staff:
	<p>M. Blackburn, Principal of Educational Services H. Box, 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. Bonham Carter, Special Education Program Coordinator</p>
Guests:	Recorder:
E. Clost-Lambert, Educational Services Research and Data Analyst	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: 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.*