



AGENDA – SEAC MEETING

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, January 24, 2024 – 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 – December 13, 2023 (Pages 3-8)**
5. **BUSINESS ARISING FROM MINUTES**

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

6. EDUCATIONAL SERVICES UPDATE

6.1 Presentation: Special Education Data: Principal Blackburn, Vice Principal Dillard, Research Analysts, Ellyn Clost-Lambert and Laura Gillam

7. CORRESPONDENCE

7.1 Peterborough Victoria Northumberland and Clarington Catholic District School Board - Letter to Minister of Education regarding Supporting Students with Special Education Needs, dated January 15, 2024. (Pages 9-11)

8. ASSOCIATION UPDATES

8.1 Autism Ontario Updates – Report from Haley Clark - Sent to SEAC via email on January 15, 2024. (Pages 12-16)

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report - Superintendent Gillam (Pages 17-18)

10. NEXT MEETING DATE

February 14, 2024

11. ADJOURNMENT



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

December 13, 2023

PUBLIC MEETING

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: 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 L. Clouthier, Easter Seals Ontario Regrets: H. Simson, Learning Disabilities Association of Kingston
	Staff:
	Present: M. Blackburn, Principal of Educational Services 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 Regrets: J. Lalonde, Special Education Program Coordinator
Guests:	Recorder:
None at this time	J. Senior, Administrative Assistant

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: Trustee Lloyd that the November 8, 2023, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION 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 shared an in-depth presentation on the December 2023, Monitoring Document.

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 were shared with SEAC.

9. OTHER BUSINESS

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

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.

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.

Based on the suggestions and input received from SEAC, along with research of other boards' Educational Services Mission Statements from around the province, we have developed a mission statement for Educational Services and SEAC in support of students, not a mission statement on behalf of all the students with special education needs or a mission statement for just those students, it is a mission statement that guides our work in supporting students. This proposed mission statement is below:

Our mission is to support the creation of equitable, supportive, and fully inclusive learning spaces where all students can achieve their goals, develop to their full potential, and experience success. Our purpose is to support staff in recognizing the unique strengths and needs of every student and to enable the conditions for learning, engagement, belonging and achievement.

Principal Blackburn asked SEAC to read over the mission statement and email any feedback, suggestions or comments to Jill Senior, and a finalized version will be brought back to SEAC at a future meeting.

Chair McGregor called on SEAC Members for questions.

10. NEXT MEETING DATE

Wednesday, January 24, 2024

11. ADJOURNMENT

MOVED BY: Trustee Lloyd, that the meeting adjourn. Carried.

The meeting was adjourned at 6:53 pm.

January 15, 2024

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

delivered by email: Minister.edu@ontario.ca

RE: Supporting Students with Special Education Needs

Dear Minister Lecce,

The special education budgets in many school boards across the province are overspent year after year, yet the needs of students are not always being fully met. This is not because school-based personnel fail to recognize the needs of these students. It is because there is insufficient staff in the schools to implement programming effectively. This leads to growing gaps and frustration for the students as they try to deal with individualized challenges without the support they need. Increased levels of support would most certainly decrease acute behavioural and mental health struggles. Moreover, consistent levels of support for our students early in their schooling would potentially avert later, more significant struggles.

As per our mandate, the PVNC Catholic Special Education Advisory Committee is actively making recommendations on matters impacting the establishment, development, and delivery of special education programs and services - specifically focusing on providing recommendations to update the funding formula that would help serve our students with special education needs. We would ask you to explore three recommendations specifically tied to financial resources in order to update the funding formula to better serve these students. In addition, we have provided 2 other recommendations for review, that the SEAC committee believes, if adopted, would benefit students with special education needs. Please review and consider the following recommendations:

Many students with special education needs are not able to access a school bus in the same way most children do. This could be because of self-regulation issues, anxiety, physical disabilities, etc. This is an equity issue. They deserve the same access to transportation that the students who are able to take the regular school bus have. The current funding for this issue is tied to students taking smaller buses. For boards with a large geographical area and rural components, such as ours, these small buses are

unavailable; we must rely on taxis and vans to transport these students. The 196 students in our Board with special transportation needs generates \$98,000 of funding while costing our school board \$1,256,000 - a gap of well over a million dollars.

Supervision of elementary students during lunch and recesses is largely the work of educational assistants in many school boards. In PVNC Catholic, elementary teachers complete 80 minutes of supervision per week, as well as working with students, contacting parents, preparing lessons, extracurricular activities, etc., during these scheduled student break times. This results in the bulk of the supervision completed by educational assistants. Our school board currently receives \$300,000 per year to cover all elementary supervision for the year. We encourage you to review the actual cost to school boards in this area, including the cost of covering lunch and breaks, and fund at a more realistic amount.

A portion of funding for special education is often linked to the SIP process and formal testing and diagnosis of students. This means that only students with severely unsafe behaviour or clear medical diagnoses would qualify for enhanced funding. Formal testing of students who are clearly struggling academically, behaviourally, or socially but are not a significant safety risk often takes a significant period of time to occur. There are long waiting lists in school boards for psychometric testing. This results in students with clear needs not being tested, and hence funded, until at least the junior years of elementary school. As a result, we encourage you to continue additional funding for assessments and enhance the allocation of targeted funds through SIP.

Furthermore, this lack of funding is especially apparent for children entering kindergarten. We see students arriving to ELKP with communication, toileting, behavioural and cognitive lags with little or minimal community support in place. It often takes months to work with parents/guardians to begin exploring the child's needs and development through medical and community-based professionals. With no enhanced funding for these students, personnel has to be pieced together to assist these students. This lag in funding results in insufficient personnel to meet the needs of these students during their first five to seven years of schooling. Without the appropriate level of funding for the help they require, these students often fall further behind academically and socially. We encourage you to examine this funding in order to help all students reach their potential. Though early identification of language and math issues is a step forward, it is unrealistic to believe that remediation and intervention can happen without the additional personnel to implement these programmes.

Currently, the Ministry of Education, Ministry of Community and Social Services and the Ministry of Health often operate within their own silos, with communication and collaboration of services being extremely difficult if not impossible in some cases. Increased collaboration and communication, including fostering the involvement of

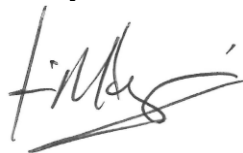
community professionals with specific expertise to support students from their respective discipline should be a priority in our system. Seamless coordination and communication between each respective Ministry would allow a more timely, comprehensive, and effective delivery model.

Students with caregivers who struggle with transportation, booking/ keeping appointments, mental health impediments, etc. would have those barriers removed. Priority care to students and families would more effectively be delivered with enhanced coordination and communication by all.

Another area where the lack of integration between ministries negatively impacts our students with special education needs is when they prepare to transition from secondary school into the workforce. Targeted funding for these students, beyond traditional school co-op placements, could lead to greater connections and training through the involvement of community organizations. Additionally, if employers were incentivized to invest in these students and retain them as employees following the completion of placements or volunteer hours, this could lead to an increase in opportunities for employment for these individuals as they transition into adulthood.

Our committee believes that updating funding and addressing gaps in coordination and communication to deal with the challenges mentioned above is crucial to the success of our students and the balancing of the special education budget. We encourage you to work to address these needs in order to allow each of our students to benefit fully from their experience in Ontario's school system.

Sincerely,



Kevin MacKenzie
Board Chairperson



Shawna Belcourt
Special Education Advisory Committee Chairperson, Peterborough Victoria
Northumberland and Clarington Catholic District School Board

cc. Chairs of Ontario School Boards' Special Education Advisory Committees

Autism Ontario January 2024 Updates

Please Provide to your SEAC

Updated December 22, 2023

Note: Events are in chronological order, by language offered (French updates follow the English updates.) If your SEAC meets later in the month, you may want to remove items that have already passed.

ENGLISH:

Celebrate the Spectrum - Get ready to join us in celebration of World Autism Day!

Celebrate the Spectrum offers a chance for positive engagement, creating supportive and advocacy spaces for our diverse communities. Through this initiative, we aim to improve understanding of autism and collectively contribute to making our communities more inclusive and welcoming for individuals with autism.

There are so many fun ways to Celebrate The Spectrum with us on World Autism Day across Ontario! [Find out how to get involved](#) leading up to April 2, 2024, and throughout the month of April.

NEW Diagnosis VIDEOS and RESOURCES

At Autism Ontario, we recognize that receiving an autism diagnosis for your child or youth can leave you feeling upset, confused, or overwhelmed. For some, it may also feel validating and reassuring to understand a bit more about your child. The 'Now What' video series was created to support parents and caregivers in understanding the next steps of their child's autism journey.

This content is also available in these languages:

- New Diagnosis (English) <https://bit.ly/3tg21PZ>
- Nouveau diagnostic (Français) <https://bit.ly/3O2kpTe>
- تشخیص جدید (فارسی) (Farsi) <https://bit.ly/3DiTxSW>
- 新确诊 (普通话) (Mandarin) <https://bit.ly/3KHqAuZ>
- تشخیص (اردو) (Urdu) <https://bit.ly/44l7gF9>

How to Tell a Child about Their Diagnosis

Video for Children and Infographics for Parents/Caregivers. <https://bit.ly/AIDEDiagnosisVideo>

How to Submit Your OAP Expenses Information Session

During this information session, an Autism Ontario Service Navigator will lead you through the Ontario Autism Program (OAP) reconciliation process. This session is intended for those in receipt of OAP Childhood Budget or One-Time Interim Funding.

This session will cover these topics:

- Tips and tricks on managing your funds
- Eligible expense headings and subcategories
- How to fill out the online expense form

Date: January 16, 2024

Time: 7:00 PM - 8:30 PM

Link: <https://www.autismontario.com/civicrm/event/register?id=9188&reset=1>

“Paperwork Party”- Supporting Caregivers in Completing an Application for Assistance for Children with Severe Disabilities

Come cross something off your ‘to do’ list! This workshop will provide an overview of Assistance for Children with Severe Disabilities (ACSD), a funding program that families may be able to access here in Ontario to reduce financial strain. A facilitator from Autism Ontario will provide tips and resources, as well as answer questions families may have.

This workshop is suitable for parents and caregivers of autistic children and youth (under 18), and professionals working with this population.

Date: January 17, 2024

Time: 12:00 PM - 1:00 PM

Link: <https://www.autismontario.com/civicrm/event/register?id=9188&reset=1>

Autism Ontario Presents: Exploring Autism

This webinar aims to introduce autism and neurodiversity. We will discuss autism and neurodiversity, the features of autism, and provide information on how autistic people may perceive and interact with their environment. We will also discuss how you can be an autistic ally, offering practical tips and strategies on how to create an inclusive environment and support autistic people in your home, school, or community.

Date: January 18, 2024

Time: 7:00 PM – 8:00 PM

Link: <https://bit.ly/40ZavI2>

Caring for the Caregiver: Workshop for parents and families of autistic children, youth, and adults

This workshop will provide information on strategies for improving well-being and supporting with caregiver burnout. We will discuss self-care strategies, self-compassion, mindfulness, and the importance of finding joy. We will also discuss how caregivers can make connections and access informal and formal supports.

Date: January 24, 2024

Time: 7:00 PM - 8:00 PM

Link: <https://www.autismontario.com/civicrm/event/register?id=9191&reset=1>

Journey to Adulthood (ages 12 - 15)

IMPORTANT: This session is limited to parents and caregivers of youth (ages 12-15) who are currently in secondary school. There will be a separate Workshop series starting in March for parents of youth ages 16-20.

The Journey to Adulthood Discussion Workshop is a series of six discussions featuring topics relevant to the transition from youth to adulthood. Each session includes discussion and resources around specific topics on the journey to adulthood.

Topics will include:

- Funding (as of age 18)
- Consent, capacity, and legal concerns
- Post-secondary options
- Employment
- Advocacy
- Mental Health

Date: January 24, 2024 - February 28, 2024 (6 weeks)

Time: 7:00 PM - 8:30 PM

Link*: <https://www.autismontario.com/civicrm/event/info?id=9252>

** **NOTE:** registration opens at 7pm on January 10, 2024. If you attempt to register prior to that date/time you will be told the event is closed. Please try again on or after 7pm on January 10th **

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

FRANCAIS:

Célébrons le spectre : qu'est-ce que c'est?

Célébrons le spectre est le thème qui sous-tend les célébrations de la Journée mondiale de l'autisme 2024. Il nous offre l'occasion d'agir positivement pour offrir à nos diverses communautés des lieux de soutien et de revendication, et d'approfondir notre connaissance de l'autisme et de la façon dont nous pouvons tous faire émerger un environnement plus accueillant et plus inclusif pour les personnes autistes.

À l'instar des précédentes campagnes d'Autisme Ontario pour la Journée mondiale de l'autisme, la campagne Célébrons le spectre invite les familles, les écoles, les communautés, le gouvernement et les professionnels à reconnaître collectivement la Journée mondiale de l'autisme par une célébration des personnes autistes, tout en mettant en lumière les obstacles systémiques qu'il faut abolir pour bâtir un Ontario plus solidaire et plus inclusif.

Comment participer cette année aux activités de la Journée mondiale?

Il y a tellement de façons amusantes de célébrer le spectre avec nous pour la Journée mondiale de l'autisme, partout en Ontario! [Joignez-vous aux célébrations](#) de cette année menant au 2 avril 2024, et tout au long d'avril.

Nouveau Diagnostic (FR)

À Autisme Ontario, nous reconnaissons que l'annonce d'un diagnostic d'autisme pour votre enfant ou votre adolescent .e peut être un bouleversement et représenter une source de perturbation ou de confusion . Certaines personnes peuvent trouver une certaine validation et un certain réconfort en apprenant un peu plus sur leur enfant.

La série de vidéos « Et maintenant? » a pour but d' aider les parents et les aidant. e.s à comprendre les prochaines étapes du parcours d'autisme de leur enfant. Chaque vidéo comprend également une liste de ressources supplémentaires, dont les liens figurent en haut de chaque page.

Link: <https://bit.ly/3tg21PZ>

Autisme Ontario présente : Exploration de l'autisme

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.

Date: 10 janvier 2024

Heure: 2024 7:00 PM through 8:00 PM

Link: <https://bit.ly/49m1r3P>

Séance de paperasserie » - Aider les aidant.e.s à remplir les demandes liées au Programme des services particuliers à domicile (SPD), au Crédit d'impôt pour personnes handicapées (CIPH) et à la Subvention des Timbres de Pâques

Venez avec nous pour rayer quelque chose de votre liste de choses à faire! Dans cet atelier, nous vous présenterons trois programmes d'aide financière mis à la disposition des familles ontariennes : le Programme des services particuliers à domicile (SPD), Crédit d'impôt pour personnes handicapées (CIPH) et la Subvention des Timbres de Pâques pour l'achat de fournitures d'incontinence. L'animateur.rice vous fournira des conseils et des ressources, et répondra à vos éventuelles questions.

Cet atelier s'adresse aux parents et aux aidant.e.s naturel.le.s d'enfants et de jeunes autistes (moins de 18 ans), ainsi qu'aux professionnel.le.s qui interviennent auprès de cette population.

Date: 15 janvier 2024

Heure: 7:00 PM - 8:00 PM

Link: <https://www.autismontario.com/civicrm/event/register?id=9031&reset=1>

L'autisme et ce parasite nommé anxiété

Le plus grand défi de beaucoup de personnes autistes est l'anxiété. Pourquoi ? Est-il possible de minimiser les dégâts ? Cette conférence aide à comprendre les causes et les déclencheurs, déceler les signes et se doter d'outils et d'astuces, pour une petite victoire à la fois. Elle est présentée avec positivisme et bonne humeur, et elle aide à mieux vivre avec l'autisme et l'anxiété qu'il peut souvent générer.

Date: 17 janvier 2024

Heure: 12:00 PM - 1:30 PM

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

Séance d'information : Comment demander le remboursement de vos dépenses du financement provisoire ponctuel

Durant cette séance d'information, un(e) prestataire des services de navigation d'Autisme Ontario vous guidera dans le processus de rapprochement des dépenses du Programme ontarien des services en matière d'autisme (POSA).

Au programme:

- Trucs et astuces sur la gestion de vos fonds
- Rubriques et sous-catégories de dépenses admissibles
- Comment remplir le formulaire en ligne de déclaration des dépenses

Cette séance s'adresse aux personnes qui reçoivent un budget pour les services aux enfants du POSA, ou bien un financement provisoire ponctuel.

Date: 22 janvier 2024

Heure: 7:00 PM – 8:00 PM

Link: <https://www.autismontario.com/civicrm/event/register?id=9035&reset=1>

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

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ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

SPECIAL EDUCATION ADVISORY COMMITTEE

01/24/2024

A. Ministry Updates:

None at this time

B. Educational Services Update:

Neuro Vibes

A reminder that Neuro Vibes takes place tomorrow beginning at 5:30 pm at the Faculty of Education Library, Queen's University. This event provides an opportunity to learn, hear from neurodivergent individuals and explore ways to affirm and honour neurodiversity. No registration is required but people are asked to confirm attendance at <http://bit.ly/neurovibes24>

February 2, 2024 - PA Day

On February 2, 2024, Educational Services staff will be providing Professional Development for Educational Assistants (EAs). Sessions include relationship-based approaches, understanding the learner, and ABA in relation to students and their profiles. Other training will be taking place for Educational Services staff and EAs, including Mediating to End Negative Disagreements (MEND) and a Brief Intervention for School Clinicians (BRISC) refresher for Clinical and Social work staff.

Additional Professional Development (PD)

Future Student Support Teacher (SST) PD dates include February 27 and April 23, 2024. Future Learning Program Support teachers (LPS) PD dates include March 5, and April 24th. Topics for both groups include NeuroDiverse Affirming Practices in Schools and Socio-Emotional learning to name just a few. District Learning Centre (DLC) Teachers and Education and Community Partnership Program (ECPP) Teachers will be brought together on February 21 and April 30, 2024, in the afternoon for PD. There will be a day of learning focused on Fetal Alcohol Spectrum Disorders (FASD) on February 22, 2024, at the Education Centre; more details will be shared as details are confirmed.

The Early Years Learning Series will be running in April on April 9, 16, 23, and 30, 2024, after school. More details will be shared as this date approaches. Finally, support for the Grade 7/8 Mental Health Modules will be provided to staff following the completion of elementary report cards.

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