

AGENDA – SEAC MEETING

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, June 8, 2022 – 5:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Virtual Meeting Link: <https://bit.ly/June8SEACMtg>

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 – May 17, 2022 (Pages 3-9)**
- 5. BUSINESS ARISING FROM MINUTES**
- 6. EDUCATIONAL SERVICES UPDATE**
 - 6.1 Presentation: Enhancing Special Education Services in our District – June 2022 Monitoring Report – Principal Blackburn and Vice-Principal Grasse (Pages 10-12)**

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

7. CORRESPONDENCE

- 7.1 Kawartha Pine Ridge District School Board** – Letter to Minister of Health and Minister of Education regarding nursing shortage, dated May 4, 2022. (Page 13)

8. ASSOCIATION UPDATES

Easter Seals Ontario

On June 12, 2022, we have our *DO MORE* event with BioPed to get out and walk, run, swim, roll anything to show you are “doing more” to support Easter Seals 100th Anniversary. This event will take place all across Ontario on June 12, 2022. Here in Kingston, we will be hosting a walk at Lake Ontario Park Place at 1:00 pm. I have attached the poster.

On July 10, 2022, Easter Seals will host its Annual Regatta at The Kingston Yacht Club. This year we will be including a Family Fun Day Element to our event. 104.3 Fresh FM will be hosting the event! We will have face painters, vendors, and lots of other fun elements to the day as well as some awesome vessels out on the water.

9. OTHER BUSINESS

- 9.1 Administrative Report: Superintendent’s Report** - Superintendent Gillam (Pages 14-16)
- 9.2 Inclusive Opportunities** – Superintendent Gillam and Principal Blackburn

10. NEXT MEETING DATE

TBD

11. ADJOURNMENT

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

May 17, 2022

PUBLIC MEETING

Roll Call:

Trustees:	Members:
<p>B. Godkin K. McGregor (Chair)</p>	<p>Present:</p> <p>S. Henderson-Todd, Lennox and Addington Resources for Children A. Martin, Member-at-Large (Queen's University) H. Simson, Learning Disabilities Association of Kingston Z. Rogers, Community Living Kingston C. Norwich-Stevenson, Member-at-Large</p> <p>Regrets:</p> <p>C. Roberts, Easter Seals Ontario C. Carriere-Prill, Member-at-Large 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:
<p>Craig Young, Superintendent of Business Services Paula Carson, Manager of Financial Services</p>	<p>J. Senior, Administrative Assistant</p>

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: 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 (ECPP) 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.

Enhancing Special Education Services in our District

Monitoring Document 2021-22










Reallocation of Resources: Restructuring supports, services, teams and programs to meet the changing needs of students and schools and to equitably distribute resources.

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.

Strengthening Partnerships and Leveraging Supports: Strengthen and enhance partnerships with families and community partners to leverage supports and maximize student learning and well-being.

Learning for All: Support the implementation of differentiated, precise and research-based instructional strategies to support the learning and well-being of all students.

Reallocation of Resources	Beginning	Continuing	Enhancing
Align and coordinate referral processes for District Teams and support multi-disciplinary team collaboration		✓	→ ✓
Critically examine application processes for District programs and explore the alignment with goals/purpose of specialized programs	✓	→ ✓	
Expand the collection of role-specific data to inform the allocation of resources, supports and services		✓	→ ✓

Provide timely, responsive and ongoing support to school teams based on urgent student need.			
Professional Learning	Beginning	Continuing	Enhancing
Embed Universal Design for Learning principles in professional learning opportunities			
Provide professional learning opportunities focused on a relationship-based approach to supporting student learning and well-being			
Improve access to and availability of online resources and professional learning			
Strengthening Partnerships and Leveraging Supports	Beginning	Continuing	Enhancing
Develop supportive resources for students and parents (IEP and IPRC)			
Communicate and collaborate with students, families, staff and community partners to gather voice and lived experiences			

Enhance partnerships to provide mental health and well-being resources and supports			✓
Collaborate with community partners to support the successful transition of students to/from school			✓
Learning For All	Beginning	Continuing	Enhancing
Support the development and implementation of precise and personalized plans for students (IEP, SSP, Medical)		✓	
Collaborate with Program Team/Curriculum Department to explore literacy and numeracy supports and interventions		✓	→ ✓
The continued training and effective use of accommodations to support student learning and success (ie Assistive Technology)			✓



May 4, 2022

Honourable Christine Elliott
Minister of Health
5th Floor, 777 Bay Street
Toronto, ON M7A 2J3
Christine.elliott@pc.ola.org

RECEIVED
Limestone District School Board
MAY 19 2022
Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, ON, M7A 1L2
minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

Honourable Christine Elliott and Honourable Stephen Lecce

The Kawartha Pine Ridge District School Board Special Education Advisory Committee are aware that the Province of Ontario is currently challenged by a shortage of nurses. Both the health and education sectors are experiencing the impact of these shortages. Under current legislation, school staff cannot perform the duties of a nurse/registered health care professional. We are concerned with the proposed amendments to PPM 81 which suggest the delegation of controlled acts to non-regulated education workers in schools. We are not supportive of assuming this risk to students, staff and the board.

Trustees:

*Diane Lloyd
(Chairperson)*

*Angela Lloyd
(Vice-chairperson)*

*Cathy Abraham
Terry Brown
Cyndi Dickson
Kailee Dupuis
Rose Kitney
Jaine Klassen Jeninga
Gail Nyberg
Emilio Ojeda
Steve Russell*

*Maryam Abdella
Eleftheria Vohotis
(Student Trustees)*

*Rita Russo
Director of Education*

EDUCATION CENTRE

*1994 Fisher Drive
Peterborough, Ontario
K9J 6X6*

*(705) 742-9773
1 (877) 741-4577
Fax: (705) 742-7801*

Website: www.kprschools.ca

Though this shortage is not the responsibility of school boards, where school nursing services have not been available, we have supported students with alternate arrangements. We have allowed parents/guardians or a temporary health care service provider, designated by the parents/guardians, to visit the school, adhering to all safety protocols, to provide the health care services for their child. Furthermore, schools are creatively engaging with and providing academic support to students who are at home awaiting nursing care.

We are aware that updates to the Ministry of Health "Family-Managed Home Care/Self-directed Care" program eligibility requirements now include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses. However, this funding is not actionable for parents/guardians who cannot find a nurse to employ, or who cannot take time from work themselves to attend at school.

As indicated in the SickKids report *entitled COVID-19: Guidance for School Operation during the Pandemic*, dated January 21, 2021, in-person learning is the best learning environment for students. However, some students are unable to attend school with their peers, and their families are bearing much of the burden in managing the care of students who do not have at-school nursing support secured at this time.

While we acknowledge that there are ongoing provincial level discussions occurring across various ministries regarding the nursing shortage, we stand with other boards and request that this government makes it a top priority to develop a solution that allows all children

ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

SPECIAL EDUCATION ADVISORY COMMITTEE

06/08/2022

A. Ministry Updates

Ministry of Education Update:

As stated at the last SEAC meeting, due to the election, the Ministry has provided no new updates with respect to Special Education.

B. Educational Services SEAC Update:

Summer Mental Health and Special Education Supports

As previously reported, LDSB received Priority and Partnership Funding (PPF) to support Mental Health and Special Education initiatives throughout the summer. Supports will be provided to summer school, the elementary literacy camps, and to support transitions back to school for students with special education needs. A Student Support Counselor/Adolescent Care Worker and Learning Program Support Teacher will be provided to summer school for four weeks. In addition, three Educational Assistants will be provided to the elementary literacy programs for the duration of the camps. Finally, Educational Assistant time will be provided to support transition meetings for students with special education needs in late August and early September. The PPF funding will also be used to support Professional Learning and Training. The following courses will be offered to staff over the summer: Applied Suicide Intervention Skills Training (ASIST) Training, Y Training, Behaviour Management Systems (BMS) Training, Community Resilience Initiative (CRI) Training, and Centering Black Youth Wellbeing.

Autism Spectrum Disorder Diagnosis

Beginning in May 2022, Clinical Staff will expand their diagnostic scope of practice to add Autism Spectrum Disorder (ASD) to our services. Being able to diagnose ASD within the school system as part of the clinical consultation or psycho-educational assessment, will allow the clinicians to ensure that LDSB students can access school-based services without a delay, that staff understand the full profile of the student, and that appropriate recommendation/supports are put in place promptly.

Mental Health Staffing Adjustments

As previously reported last month during the budget conversation, Mental Health funding was increased to allow for boards to hire additional staff to support student mental health. In LDSB, after careful consideration and consultation, the following additions were made to our staffing compliment:

- 1.6 Social Workers
- 0.8 Adolescent Care Worker
- 0.5 Student Support Counselor
- 0.4 Registered Psychologist

Additionally, even though it wasn't through this particular GSN funding, we are also adding 0.1 Speech/Language Pathologist. We are very pleased to announce that these postings have already been enacted, and we look forward to having increased staffing next year to support student mental health.

Empower Program Expansion

In the fall of 2020, LDSB implemented the Empower Program in eight different sites across the district. In the fall of 2021, we expanded the implementation of the program to seventeen sites. While some sites received the support of an Elementary Literacy Itinerant Teacher to facilitate the program, other sites offered the program through their own Student Support Teacher allocation. The roll out has been successful using both delivery models. In the two years that we have offered the Empower Program, we have witnessed some incredible benefits. Student achievement levels have increased by an average of two grade levels in reading, students who have participated in the Empower Program have demonstrated a significant increase in confidence, and engagement in school is significantly improved. This achievement, coupled with confidence and mindset, will undoubtedly impact the pathway for each student who completes the Empower Program. For the 2022-2023 school year, a model has been created that allocates additional support so that most schools will have access to the Empower Program. Each school is unique, and the support required to run the Empower Program looks different at each site, but we are very pleased that most schools will have access to this very important support. For the past two years, we have had a team of four Elementary Literacy Itinerant Teachers who have supported the initial implementation and successful delivery of the Empower Program throughout LDSB. The team has also been instrumental in developing resource manuals, data collection tools and progress reports. These manuals, tools and reports will be shared with each school well in advance of needing them and support will be provided as necessary. We look forward to bringing back data to share with SEAC on the implementation and successes of the Empower Program throughout LDSB.

MH Lit: Student Mental Health in Action

Between May 11 and June 1, 2022, the School to Community Services Educator at Ernestown Secondary School and the Mental Health Lead piloted School Mental Health Ontario's [MH Lit: Student Mental Health in Action](#). *MH LIT: Student Mental Health in Action* is a series of four lessons to support the development of basic mental health knowledge and help-seeking skills. The lessons are designed for use with secondary students, focusing on building their understanding of mental health and mental illness, signs of mental health problems, and how/where to access help when needed. Five students participated in the once/week lessons, focusing on knowing the facts, knowing yourself, helping yourself, and helping a friend.

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