



## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

January 19, 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>Z. Rogers, Community Living Kingston</p> <p>H. Simson, Learning Disabilities Association of Kingston</p> <p>C. Carriere-Prill, Member-at-Large</p> <p>C. Norwich-Stevenson, Member-at-Large</p> <p>Regrets:</p> <p>N. Carson, Epilepsy South Eastern Ontario</p> <p>C. Tooley, Down Syndrome Assoc. Kingston</p> <p>C. Roberts, Easter Seals Ontario</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. Vail, Special Education Program Coordinator</p>
Guests:	Recorder:
J. Lalonde, Assistive Technology Resource Teacher	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 including our new Member-at-Large, Caitlin Norwich-Stevenson.

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 – December 15, 2021

*MOVED BY: Trustee Godkin that the December 15, 2021 SEAC Minutes be approved.*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. EDUCATION SERVICES UPDATE

### 6.1 Presentation: LDSB IEP Presentation for SEAC 2022

Assistive Technology Resource Teacher, Jessi Lalonde, clarified that an Individual Education Plan (IEP) is more than paperwork or a task for teachers to update on a regular basis; it is important that we keep our students and their needs at the centre of our thinking.

An IEP is not automatically developed at the first sign that a student is struggling with a piece of work. There are many steps that teachers and school teams take to support the student prior to the development of an IEP. The following are some of the steps that happen before we would get to the point where we would create an IEP:

- Gather information
- Collect data
- Talk to the student, family
- Talk to other teachers and the principal
- Develop a student learning profile
- Try strategies and resources based on the information collected
- Refer to the In-School Team
- Create a plan for focused intervention
- Monitor and document the student's progress
- Go back to the In-School Team to report on progress and discuss next steps

At that point, if all the above steps haven't resulted in the student not needing more support, that is when we might look at putting an IEP in place.

In-depth data regarding the following categories within LDSB was shared:

- Identified exceptionalities within LDSB
- Students with no exceptionality by grade
- Students with Autism Spectrum Disorder (ASD) by grade
- Students with Learning Disabilities by grade

The number of students in LDSB with a diagnosis of ASD is more consistent across grades than other exceptionalities. This is due in part to the fact that some students enter school with a diagnosis of ASD already in place. A great deal of development will happen for these students as they settle into the first years of school. To support teachers to write personalized and precise IEPs for these students, the LDSB Autism Team has created a document about best practices when writing IEPs for students with ASD. There is an emphasis on PPM 140 which talks about incorporating Applied Behaviour Analysis (ABA) into the IEP.

There are several ways that the Special Education Team supports staff with writing exemplary IEPs, including the following:

- Presentations at staff meetings
- IEP drop-in work sessions for teachers
- Individual support for teachers
- Emphasis on IEPs during the SST/LPS course
- Workshops around advocacy for students and classes
- Providing opportunities for student voice to be included in IEPs and IEP capacity building
- IEP Minds Online Resource

Superintendent Scot Gillam added that the Educational Services Team is working to create parent and student friendly guides for IEPs and will design these guides with the universal design in mind to make sure that they are completely accessible.

Chair McGregor called upon SEAC Members for questions regarding the IEP Presentation and Assistive Technology Resource Teacher, Jessi Lalonde, answered their questions.

## 7. CORRESPONDENCE

**7.1 Halton District School Board** Letter to Minister of Education requesting that Attention Deficit Hyperactivity Disorder (ADHD) be included in the list of categories of exceptionalities, dated December 16, 2021. Provided for information.

**7.2 Halton District School Board** Letter to Minister of Education to consider amending the Immunization of School Pupils Act to include Covid-19 as a “designated disease”, due to the high impact of COVID on the disruption of learning for students with special education needs, dated December 13, 2021. Provided for information.

**7.3 Halton District School Board –** Letter to Minister of Education endorsing Bill 172, the Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder), dated December 13, 2021. Provided for information

**7.4 District School Board of Niagara –** Letter to the Minister of Health and the Minister of Education addressing the nursing shortage, dated December 20, 2021. Provided for information.

## 8. ASSOCIATION UPDATES

### **Zoe Rogers, Community Living Kingston and District (CLKD):**

Family Support Virtual Presentations 2022: We are excited to be able to continue to offer virtual learning opportunities related to Assistance for Children with Severe Disabilities (ACSD) funding, Special Services at Home (SSAH) funding, and the Disability Tax Credit. There will be three presentations offered each quarter. Flyer with the dates and details attached. Provided for information. \*Anyone who comes if you have questions or parents that have questions—please share this information.

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

### 9.1 Ministry Updates:

#### **Ministry of Education Update**

On January 3, 2022, the government of Ontario announced a range of time-limited public health actions to help curb the spread of COVID-19 variants in Ontario. As part of this announcement, starting January 5, 2022, students at all publicly funded and private schools will pivot to teacher-led remote learning until at least January 17, subject to public health trends and operational considerations.

#### **Remote Learning**

Remote learning will be provided for all students in alignment with [Policy/Program Memorandum \(PPM\) No.164: Requirements for Remote Learning](#). This PPM provides standards for synchronous learning so that parents and students know what to expect and there is a consistent approach across the province to ensure students are fully engaged in their learning. School boards are asked to distribute technology to students and staff to support remote learning, as required and to ensure that staff working from home have access to technology and the teaching materials they need. School boards should complete these arrangements as expeditiously as possible and endeavour to communicate with parents and students to ensure a smooth transition to remote learning.

All staff who are able to work from home should do so. Staff who are unable to provide remote instruction from home will be permitted to do so in schools. Any staff required to provide remote instruction in schools must not congregate with other staff and should avoid use of school space outside the classroom. Any staff that are required to take rapid antigen screening 3 times per week must continue to do so if they are working in-person.

## Student Supports

As in previous shifts to remote learning, boards must ensure that plans are in place to support students with special education needs to learn remotely. These plans should leverage the capacity of education workers and board professionals (e.g., behavioural experts, speech language pathologists, and other professionals) to support remote learning.

School boards are expected to make provisions for in-person support for students with special education needs who cannot be accommodated through remote learning. While students with special education needs will be learning remotely during this period, all attempts should be made to accommodate those children that cannot learn from home.

In-person learning should be reserved for students who cannot be accommodated through remote learning. School boards are best positioned to determine which students with special education needs may require this accommodation. School boards have flexibility in determining how to deliver in-person instruction in such circumstances, based on local conditions. However, consideration should be given to limiting overall movement and limiting the number of sites that will be open. School boards should prioritize schools with modern ventilation to support safety. School board staff who are supporting in-person learning will be eligible for emergency childcare.

The Ministry continues to encourage school boards to work closely with local First Nations and take steps to ensure continuity of learning for enrolled First Nation students who may live on reserve and/or require additional supports.

It is important that school boards have safety plans in place for those students who are experiencing or could be expected to experience mental health challenges. Safety plans should include provisions for students to have continued remote access to services, through the school, community child and youth mental health or local healthcare partners. In addition, students and families should be provided with information about the mental health resources that are available to them.

School Mental Health Ontario also has a number of great resources for students, parents and families on their website at [www.smho-smso.ca](http://www.smho-smso.ca). In addition, child and youth mental health agencies across the province continue to provide services.

## Student Transportation

While elementary and secondary students are learning remotely, student transportation services will only be provided for special needs students who cannot be accommodated through remote learning based on student needs.

## 9.2 Educational Services SEAC Update:

### In-Person Learning Update

A big thanks to Principal Blackburn and Vice Principal Grasse for their efforts in ensuring that students with significant special education needs could continue with in-person learning. Principal Blackburn, Vice Principal Grasse, Educational Services staff, LDSB teachers and support staff, and Tri-board are to be commended on their efforts. We had students start as early as Wednesday. The criteria for in-person learning is as follows:

- Students who attend a self-contained special education or mental health partnership program.
- Students who access School to Community services.
- Students who require direct and intensive support from an Educational Assistant. (at least 50% of the school day) to access curriculum and alternative learning expectations.

Administration then reached out to parents/guardians to gauge their interest in having their child(ren) return.

As of Tuesday, January 11th, we had 505 students returned to in-person learning at 53 Elementary and Secondary schools. We had 418 teaching and support staff supporting these students.

## 10. NEXT MEETING DATE

Wednesday, February 16, 2022

## 11. ADJOURNMENT

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

*The meeting adjourned at 6:32 pm.*