



AGENDA – SEAC MEETING

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, December 14, 2022 – 5:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Virtual Meeting Link: bit.ly/DEC14SEACMTG

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. **ELECTION OF THE CHAIR**
3. **ADOPTION OF AGENDA**
4. **DECLARATION OF CONFLICT OF INTEREST**
5. **APPROVAL OF MINUTES**
 - 5.1 **SEAC Minutes – November 9, 2022 (Pages 3-10)**
6. **BUSINESS ARISING FROM MINUTES**

Limestone District School Board

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

7. EDUCATIONAL SERVICES UPDATE

- 7.1 Presentation: Building our Vision for the Future, Enhancing Special Education Services in Our District, 2022/23 Monitoring Document** – Principal Michael Blackburn and Vice Principal Jen Grasse (Pages 11-13)
- 7.2 Student Story** – Special Education Coordinator Ash Ward

8. CORRESPONDENCE

- 8.1 Dufferin-Peel Catholic District School Board** - Letter to Minister of Education requesting that the Ministry of Education consider providing the option to extend the time students with differing abilities have to remain or continue in Secondary School beyond year 7 and beyond age 21, dated October 14, 2022. (Pages 14-15)
- 8.2 Durham District School Board** - Letter to Minister of Education regarding the Special Incidence Portion Claim Funding, dated November 22, 2022. (Pages 16-17)

9. ASSOCIATION UPDATES

10. OTHER BUSINESS

- 10.1 Administrative Report: Superintendent's Report** - Superintendent Gillam (Pages 18-19)

11. NEXT MEETING DATE

January 25, 2023

12. ADJOURNMENT



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

November 9, 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>Z. Rogers, Community Living Kingston</p> <p>A. Martin, Member-at-Large (Queen's University)</p> <p>L. Clouthier, Easter Seals Ontario</p> <p>C. Carriere-Prill, Member-at-Large</p> <p>C. Norwich-Stevenson, Member-at-Large</p> <p>Regrets:</p> <p>C. Tooley, Down Syndrome Association Kingston</p> <p>H. Simson, Learning Disabilities Association of Kingston</p>
	Staff:
	<p>M. Blackburn, Principal of Educational Services</p> <p>A. Ward, 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> <p>J. Lalonde, Special Education Program Coordinator</p>
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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SEE YOURSELF IN LIMESTONE

1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting. Principal Michael Blackburn introduced the Educational Services SEAC Team for the 2022-2023 School Year.

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. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes – October 19, 2022

MOVED BY: Andrea Martin that the October 19, 2022, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

Presentation – Individual Education Plans (IEPs), Modifications and Student Story – Special Education Program Coordinator Jessi Lalonde began the presentation with a video showcasing the student voice reflecting the work being done and the student’s understanding and connection to this work.

Modification Document

This document is intended to guide school staff through the decision-making process prior to modifying a student. Because we know that modifications can have an impact on a student’s future choices, we use the decision-making process on the Modification Document to ensure we deliberately slow down and fully consider each of these steps.

The Modification Document steps defined below:

Whole Class Instruction

- What information will you gather about students to guide your instruction? Think about strengths, interests, etc.
- Implement Universal Design for Learning (UDL) strategies that are necessary for some and good for all. UDL Resource – Coming soon!
- Complete assessments on students that you have concerns about using the *Diagnostic Toolkit*.

Step 1: Tier 1 – Get to Know Your Learner Really Well

- What is it you are concerned about and how can you find a baseline for where the student is now? Try products, conversations, and observations as well as diagnostics (*Diagnostic Toolkit*).
- Make a Student/Class Learning Profile (Samples in the *Diagnostic Toolkit*).
- Think about how you will continue to track and monitor progress on a regular basis.
- Continue implementing UDL. Try some classroom-based interventions. Could you work individually or in small groups more frequently with this student?
- Talk to the family to gather important information they can share.

Step 2: Tier 1 – Seek Help and Advice

- Continue to refine the UDL strategies that work best for your students.
- Review what you have done and observed with the Student Support Teacher (SST).
- What strategies and resources do they recommend? What resources can they suggest for you?
- Monitor and document the student's progress.

Step 3: Tier 2 – Keep Trying and Give Time

- Continue communication with the In-School Team. Are there more assessments that they would recommend?
- Access In-School Supports and Services in collaboration with the SST.
- Have you given interventions an adequate amount of time before judging their effectiveness?
- Trial classroom-based accommodations and observe their impact.
- Think about reaching out to curriculum consultants, instructional coaches, and Educational Services Staff for more ideas.

Step 4: Tier 2 – Consider Individual Education Plan (IEP) with Accommodations

- Consult with the In-School Team about whether the student would benefit from having an accommodated IEP.
- What unique instructional, environmental, and assessment accommodations would help this student access their learning WITHOUT changing the curriculum goals they are working towards?

Step 5: Tier 3 – Consider Modifying and Seek Approval/Input

- Does this student need modifications and/or alternative expectations? Is the In-School Team in agreement with this?
- Consult with the principal to ensure that they support the decision to modify the student's program.
- Consult the family to make sure they are in agreement with modifying the student's programming.
- Write personalized and precise goals for the student with a focus on gap closing.
- If modifying, focus on the smallest difference possible from grade level expectations.

Step 6: Tier 3 – Monitor Progress and Review the Need for Continued Modifications

- Review student progress with the In-School Team and continue to adjust and refine classroom-based accommodations, interventions, and supports.
- How will you check in on a regular basis and track progress to make sure the student is progressing towards their goals?
- How will you know when it is time to update or remove the modifications from the student's IEP?
- If the student is not making progress towards the goal, adjust your expectations.
- Who will you reach out to for more support.

Chair McGregor called upon SEAC Members for questions. The SEAC Members would like an electronic copy of this presentation and Administrative Assistant Jill Senior will send along with the minutes.

7. CORRESPONDENCE

7.1 Join School Mental Health Ontario's Parent/Caregiver Collaboration Group Today!
Information poster in English and French provided for information and sharing. Provided for information.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam

A. Ministry Updates:

None currently.

B. Educational Services Update:

Professional Development

BMS and Emotion Coaching

On the October 24, 2022, PA Day, Laura Conboy and Wendy Fisher provided Emotion Coaching for Educational Services staff. Emotion Coaching is a practical technique that can help when students are feeling strong emotions at school and prioritizes listening and validating emotions before moving to problem-solving. Emotion coaching offers school staff another tool for supporting student mental health and well-being and is designed to help students to return to learning.

Also, during this time, seven newly hired casual Educational Assistants (EAs) were provided Behaviour Management Systems (BMS) training. The training was facilitated by Kevin Hulton, Scott Nichol, Katherine Coles, and Shona Ribbel. Along with the seven new hires, twenty-nine other EAs were recertified in BMS.

safeTalk

On November 3, 2022, safeTalk training took place and was facilitated by Student Support Counsellors (SSCs) Christa Cox and Victoria Cadue. safeTALK is a three-hour alertness training that prepares individuals to become a suicide-alert helper. safeTALK-trained helpers can recognize these invitations and act by connecting individuals at risk with life-saving intervention resources, such as caregivers trained in Applied Suicide Intervention Skills Training (ASIST). We currently had twenty-nine EAs registered to attend.

Violence Threat Risk Assessment (VTRA) Training

On October 27-28, 2022, forty-one Limestone District School Board (LDSB) staff and community partners received Level Two Violent Threat Risk Assessment or VTRA Training which was facilitated by Kevin Cameron. This two-day training is for those professionals who have already obtained their Level I Certification. Level Two Training builds on the theory and practice of threat/risk assessment, but also includes the more comprehensive process of data analysis and strategic interviewing. In all threat assessment cases, the practice is broken down into two simplistic categories: assessing the threat and assessing the threat maker. We were very fortunate to have Kevin join us. Our relationship with Kevin and the VTRA Process is nearly two decades old. Community partnerships are critical to VTRA and were pleased to have several in attendance as well.

Student Support Teacher (SST)

An opportunity for Student Support Teachers (SSTs) to connect and learn together was held in person on September 28, 2022. This session included a discussion around System Goals/Messages (Lexia, School to Community Services Enhanced Criteria, Structure for Team Meetings), Individual Education Plan (IEP) and Specialized Equipment Amount (SEA) Updates, Universal Design for Learning (UDL), Modifications, and Literacy Supports (Science of Reading and Structured Literacy). SST Sessions to follow: November 30, 2022, February 23, 2023, and April 25, 2023.

Learning Program Support (LPS)

A full day learning session for Learning Program Support (LPS) teachers was held on October 26, 2022. Topics included Goals/System Messages (Lexia, School to Community Services Enhanced Criteria), Key Areas of Focus (UDL, Data Driven decisions, Multi-Disciplinary Teams), a data discussion, Modifications, Learner Profiles and Literacy Diagnostics. We invited current LPS teachers to share and discuss their evolving support models. Follow-up sessions are scheduled for January 17, 2023, and May 2, 2023.

SST/LPS Course

The SST/LPS Course will be held this year on November 24, 2022, December 15, 2022, January 19, 2023, February 9, 2023, March 2, 2023, and March 30, 2023 (Thursdays) from 4:30 pm—6:30 pm. This certificate course is designed for all LDSB elementary and secondary teachers who are interested in growing their knowledge of evidence-based best practices in the implementation of special education, programming, and strategies. This course will offer a multitude of access points through an engaging six-part series that includes a focus on the following areas:

- Knowing the Learner
- Individual Education Plans (IEPs)
- The role of the SST and LPS teacher
- Creating Equitable and Inclusive Classrooms
- Supporting Literacy and Math in Limestone (Structured Literacy and Math Intervention)
- Educational Services Supports.

District Autism Classes (DAC)

DAC Teachers and the Autism Team had a Collaboration Meeting on October 6, 2022, for a half day. Work was completed on resource sharing, program planning, and support strategies. Three more meetings are planned for December 8th, 2022, February 16, 2023, and April 27, 2023.

District Learning Centres (DLC)

DLC Educators will be coming together on November 8, 2022, for a half day. Topics include System Messages, Key Areas of Focus, Student Profiles, Collaborative Problem Solving, The Third Path resource, Safety Planning, and the Mid-Year Review Process. A second half day of release is planned for January, in addition to opportunities to connect virtually in March and May.

Fetal Alcohol Spectrum Disorder (FASD) – Team Professional Development

This year's FASD Symposium will take place on January 23-24, 2023. This year, seven sites (six elementary and one secondary) have been identified by Kids Inclusive FASD System Navigators as sites with one or more students who have FASD and have been targeted for the opportunity to attend this Symposium. If interested, sites will identify a school-based team with up to four individuals (classroom teacher, Educational Assistant, Student Support Counsellor, Student Support Teacher, or School to Community teacher) to participate in this online symposium. The goal is to have participants share their experience and new knowledge with their broader school staff team.

New School to Community Teachers (SCS)

On September 21, 2022, an orientation was held for new elementary and secondary School to Community (SCS) teachers. The day focused on assisting educators in navigating the intricacies of the role of a School to Community Teacher including referrals, community resources, IEPs, district supports, and much more.

Elementary School to Community (SCS) Staff Meetings

Four SCS elementary staff meetings (October/December/February/April) will be held for itinerant elementary SCS teachers to discuss relevant system updates, community partnerships, and programming best practices.

Universal Design for Learning (UDL) Resource

A SharePoint website has been developed to support LDSB staff as they learn more about the Universal Design for Learning (UDL) and continue in their efforts to make this an important part of their teaching practice. Staff can use this website to learn more about UDL and find easy-to-implement strategies that they can use right away to support students. Resources are being developed to support administrators with the sharing of this website with staff. We would be happy to share the site at a future meeting, but it will only be available to LDSB staff at this time.

9.2 Enhancing Special Education Services in our District: Special Education Plan Renewal –

Superintendent Scot Gillam let SEAC Members know that the Admin Leadership Team at Educational Services will be meeting on November 10, 2022, to review the feedback that was received around presentation topics. A schedule of presentation topics for the remainder of the year will be submitted at the December 14, 2022, SEAC Meeting.

Principal Michael Blackburn reminded SEAC Members that the purpose of the Special Education Review is to assess our current supports and services as outlined in our Special Education Plan and to identify the strengths and areas for enhancement within that plan. This is a process that occurs every five years. As a team, we work on that review in collaboration with our community partners and schools and as part of that process, it is important for us to gather stakeholder voice, in particular students and families who access our services and supports. Our intent is to carry out the Special Education Review throughout the 2022-2023 school year to report back and inform the plan for the 2023-2024 school year.

As we begin this process, we are interested in SEAC's input into how we might engage with our stakeholders to gather the important information that we need. In preparation for this meeting, an email was sent asking two questions we would like input from SEAC:

Special Education Review Questions:

- How might we (the system) gather the important information we are looking for to guide our next steps?
- Who do we need to gather information from and how?

Input was gathered from each SEAC Member in response to the Special Education Review Questions. Input from SEAC will be used in the next phase of the review. An update will be provided at the December 14, 2022, SEAC Meeting.

10. NEXT MEETING DATE

Wednesday, December 14, 2022

11. ADJOURNMENT

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

The meeting adjourned at 6:41 pm.

Enhancing Special Education Services in our District

Monitoring Document 2022-23



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
Refine and implement 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. Foster a data culture of inquiry and reflection.		✓ →	✓
Provide timely, responsive, and ongoing support to school teams in alignment with tiers of support			✓
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		✓	
Enhance online resources and professional learning via Minds Online		✓	
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 collaboration with community partners to support strengths based transition planning for 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 implement literacy and numeracy supports and interventions		✓ →	
Support system-wide learning and implementation of effective accommodations and the process for modification decision making		✓	

October 14, 2022

The Honourable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay St.
Toronto, ON M7A 1L2

Dear Minister Lecce,

The Dufferin-Peel Catholic District School Board's Special Education Advisory Committee (SEAC) is deeply concerned about the impact the last 2 1/2 years of this COVID pandemic has had on the education of the students we represent.

We are writing to request that the Ministry of Education consider providing the option to extend the time students with differing abilities have to remain or continue in Secondary School beyond year 7 and beyond age 21.

The "Ontario's Plan to Catch Up", which you have publicly announced, is a welcome starting point to address some of the educational gaps brought on by the COVID-19 pandemic. We too are very concerned but despite the huge impact this pandemic has had on student learning and well-being, we have yet to hear or understand explicitly how your Ministry (and perhaps other applicable Ministries within the government) plan to address the gaps currently faced by diverse learners. Specifically, how are you addressing the gaps experienced by those diverse learners who have graduated or are currently nearing the end of their secondary school education?

Many of the students we represent could not learn online or even attend online. They had no instruction or experiential learning during the first couple of waves because in person learning was not available. And when special education classrooms did eventually open and remain open, these students were unable to benefit from integration into regular classrooms, extracurricular activities, or socialization with students in the mainstream; nor did they have the opportunity to learn from cooperative work experience essential to successes needed in life because it was not available or severely limited in the community. There were and are also vulnerable diverse learners in other programs who have failed to reach their potential or even come close due to similar circumstances and missing the time needed in school and with peers. Parents and guardians of diverse learners could not provide even similar opportunities that the school system could; many of these families struggle with

disparities in income, time, and many other resources which the pandemic worsened as statistics have shown us all. The school system also carries an intricate network that can access opportunities much more readily than parents. For example, there are teams of teachers and ERWs who not only teach, but organize and coordinate co-op opportunities, liaise with businesses in the community, develop resumés, and provide support at the co-op work location.

“Education For ALL” and universal design are good for all but absolutely necessary for special needs students. With some students, we believe that it is a fundamental accommodation that your Ministry consider the option to also extend the time that students can remain in high-school or return to high school to enable their own education recovery, whether that means extending the 7 year maximum for high school, or providing Boards with the funding to accommodate students within other special education programs. We are advocating for the most vulnerable students who require additional time as part of their accommodation to “catch up” and close the gaps experienced during this COVID-19 pandemic. The loss of integration time, cooperative experience, and the learning available within a school system can drastically change the post-secondary trajectory for the most vulnerable students SEAC represents.

We appreciate your attention to this very important matter and look forward to your reply.

Sincerely,



Bruno Iannicca, SEAC Chair, Dufferin-Peel Catholic District School Board (DPCDSB) Trustee Mississauga Ward 6 and 11	Dely Farrace, SEAC Vice Chair, DPCDSB SEAC Association Representative for Brampton Caledon Community Living
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cc: DPCDSB Trustees

MPPs of Dufferin-Peel

Chairs of Special Education Advisory Committees

November 22, 2022

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

Dear Minister Lecce:

Re: Special Incidence Portion Claim Funding

I am writing to you on behalf of the members of Durham District School Board's (DDSB) Special Education Advisory Committee (SEAC), to follow up on our letter to you of February 3, 2022, regarding funding of the Special Incidence Portion (SIP).

We once again would like to remind you that, in the spring of 2018, the previous government announced an increase to the SIP claim funding of \$11,016.00, bringing that funding amount up to \$38,016.00 per student from the previous funding amount of \$27,000.00. On August 24, 2018, after school board budgets were prepared and approved, the Ministry announced that the previously-announced increase would be clawed back. Currently the funding received from the Ministry is \$28,803.00, bringing the net increase to \$1,803.00 per student.

SEACs across the province were dismayed by the Ministry of Education decision to claw back that increase, given that the true costs of supporting a student with a SIP claim are significantly higher than the allocated amount. For example, the average cost, including salary and benefits, for an Educational Assistant is \$58,870. A student who requires 2 plus Educational Assistants to support their learning needs would be at a cost of \$117,740 plus. The Ministry of Education's SIP amount covers approximately 24.2 percent of the true cost to support a student with significant learning needs. The DDSB covers the remaining 75.9 percent of the cost from other Special Education and operational grants.

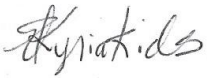
The budget gap at the DDSB between Special Education revenues and expenditures for the last three years has averaged 5.6%. However, in the 2021-2022 school year alone, the DDSB allocated \$6,699,588 more than was given in Special Education Grants to Special Education services. Some of the revenue the DDSB has used to fund this gap is the Local Priorities Funding, which, as you are aware, is not guaranteed annual funding from the Province.

Furthermore, when you take into account the claw-back of the SIP funding increase in 2018, combined with the reallocation of the Special Education Per Pupil Amount, this resulted in a net **decrease** in funding and a further increase in the DDSB's Special Education deficit. In 2017, the Auditor General highlighted that the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review."

Our SEAC is extremely concerned about the direction funding for special education is taking. Inadequate funding of Special Education puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when school boards are required to take revenues from other areas to meet its statutory commitment to children accessing Special Education services.

We urge the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We further request, once again, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special needs.

Sincerely,



Eva Kyriakides

SEAC Chair

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Hon. Patrice Barns, MPP
Hon. Matthew Rae, MPP
Hon. Marit Stiles, MPP



ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

SPECIAL EDUCATION ADVISORY COMMITTEE

12/14/2022

A. Ministry Updates:

Collective Bargaining

The Canadian Union of Public Employees (CUPE) and the government of Ontario have reached an agreement on a new contract. This agreement covers many staff in LDSB, including Educational Assistants (EAs), Early Childhood Educators (ECEs), custodial staff, and office staff. Bargaining will now shift to the teacher bargaining units which include the Elementary Teachers' Federation of Ontario (ETFO) and the Ontario Secondary School Teachers' Federation (OSSTF). Our Professional Student Services Personnel (PSSP) staff will also be included in the OSSTF negotiations.

B. Educational Services Update:

Mental Health Lit

On November 10, 2022, Mental Health Lead Laura Conboy attended School Mental Health Ontario's (SMHO) Knowledge and Implementation Series to share implementation tips for MH LIT: Student Mental Health in Action lesson plans in a School to Community (STC) classroom. This four-part, ready-made lesson plan series to help support secondary students' mental health and well-being was modified in collaboration with an Ernestown Secondary School STC educator and co-delivered with the Mental Health Lead. Lessons focused on mental health and mental illness, signs of mental health problems, strategies to support mental health and well-being, and how/where students can access help for themselves and their friends, when needed.

SMHO Youth Suicide Prevention/Life Promotion Modules

Both Mental Health Lead Laura Conboy and Superintendent Scot Gillam attended the SMHO Knowledge and Implementation Series on Thursday, December 8, 2022. This particular session was focused on Youth Suicide Prevention/Life Promotion Modules. Our panel presentation focused on the revamping of the Suicide Protocol as well as the learning module that was added to all staff training at the beginning of each school year.

SEAC Presentation List

- December 2022 - Monitoring Report and Student Story
- January 2023:
 - District Programs and Teams Learning Disabilities (LD)
 - District Autism Classes (DAC)
 - District Learning Centres (DLC)
 - Education and Community Partnership Programs (ECP)
 - School to Community Services (SCS)
- February 2023 – Universal Design for Learning (UDL) and Inclusion
- March 2023 - Monitoring Report and Transition Planning
- April 2023 - Mental Health
- May 2023 - Budget and TriBoard SEAC
- June 2023 - Monitoring Report and Student Stories

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