



Special Education Advisory Committee

Thursday, May 19, 2022

MS Teams Virtual Meeting

AGENDA

Land Acknowledgement

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.

AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
A-1 Opening 6:00-6:05				
(a) Welcome/ Land Acknowledgement Statement			√	W. Rose
(b) Roll Call			√	W. Rose
(c) Agenda Additions/ Deletions/ Approvals		√	√	W. Rose
LEARN				
B-1 Timed Items 6:05 – 7:00				
(a) All About Developmental Coordination Disorder	√	√		Matt McKinnon
(b)				
(c)				



Special Education Advisory Committee

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Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings – 7:00-7:15				
(a) Ratification of Minutes April 21, 2022*			√	W. Rose
(b) Grand Erie's Annual Learning and Operating Plan – Mid-Year Update*	√	√		L. Thompson
(c) Grand Erie's Special Education Plan- 2021-22 – recommendation to the Board of Trustees report		√	√	W. Rose
(d) PPM – 81 – Communication from the Ministry	√			P. Bagchee
LEARN				
D-1 New Business – 7:15 – 8:00				
(a) Summer programs for students with special education needs – 2022*	√	√		L. Sheppard/F. Lainson
(b) Grand Erie's Anti-Sex Trafficking Policy	√	√		C. Bibby
(c) Grand Erie's Student Census	√	√		G. Rousell
(d)				
LEAD				
E-1 Other Business				
(a)				

Learn Lead Inspire



Special Education Advisory Committee

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Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items – 8:00-8:10				
<ul style="list-style-type: none"> Policy/Procedures Out for Comment* <p>The following policies and procedures are up for review as part of the ongoing review cycle. Any comments can be sent to policiesandprocedures@granderie.ca by May 26, 2022. Please see links below:</p> <ul style="list-style-type: none"> Boundary Reviews (FT-08) Boundary Reviews (FT-XXX) Employee Assistance Program (EAP) (HR-112) Employee Use of Board-Owned Property and Equipment (FT-114) Principal Vice Principal Performance Appraisal (HR-124) Visual Identity (SO-25) Visual Identity (SO-XXX) Visual Identity Guide-2022 	√			W. Rose
(a) Trustee Updates	√			R. Collver/T. Waldschmidt
(b)				
(c)				



Special Education Advisory Committee

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Item	Info.	Dia.	Res.	Responsibility
LEARN LEAD INSPIRE				
G-1 Information Items				
(a)				
LEARN LEAD INSPIRE				
H-1 Community Updates				
(a)				
LEARN LEAD INSPIRE				
I-1 Correspondence – 8:10-8:30				
(a) Upper Grand DSB – Provision of Health Support Services*	√			W. Rose
(b) Near North DSB – On-line learning resources*	√			W. Rose
(c) Letter to Ministers Lecce and Fullerton	√	√	√	W. Rose
(d) Letter of Thanks to Paula Curran	√	√	√	W. Rose
(e)				



Special Education Advisory Committee

Thursday, May 19, 2022

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AGENDA

Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
J-1 Future Agenda Items and SEAC Committee Planning – 8:30-8:35				
(a) Modified day				
(b) The Ontario Human Rights Commission Report on the Right to Read				
(c)				
K-1 Next Meeting				
Thursday, June 16, 2022 MS Teams	√			W. Rose
L-1 Adjournment				
Meeting adjourned at p.m.			√	W. Rose

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

SEMT Special Education Management Team

AGENDA ITEM(S)

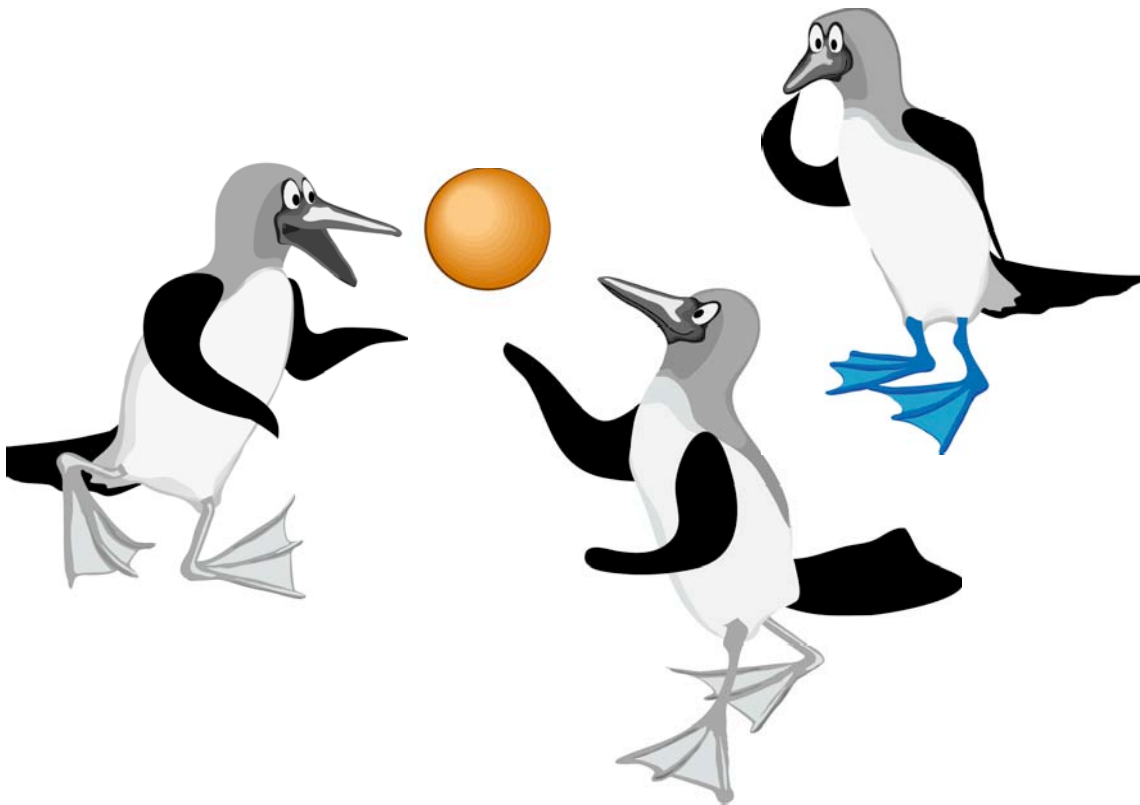
Standing:

- LDAO SEAC Circular September, November, February, April, and June (as available)

Learn Lead Inspire

Children with Developmental Coordination Disorder:

At home, at school, and in the community



**Cheryl Missiuna
Lisa Rivard & Nancy Pollock**



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Introduction

This booklet is designed to help parents and educators identify and manage school-aged children who are demonstrating movement problems typical of children with Developmental Coordination Disorder (DCD). Based on research evidence, the purpose of this booklet is to describe common characteristics of children with motor coordination difficulties, to provide guidance for seeking a referral to a physician, to describe the role of occupational therapists and physiotherapists who may work with these children, and to suggest modifications that may improve the ability of children to function at home, at school, and in the community.

Some children only experience coordination difficulties while others have associated learning, speech/language, and attention problems. Management of children with DCD varies greatly due to these differences. As a result, particular techniques and strategies may be more appropriate for one child than another. This booklet describes some of the more common techniques and practical suggestions that may be used. An occupational therapist and/or a physiotherapist may wish to highlight or add specific techniques to personalize it for a particular child/student.

The authors gratefully acknowledge the many parents, children, educators, colleagues, students, and service providers who have contributed their knowledge and expertise to the development of this booklet. This booklet was developed with support from the Canadian Occupational Therapy Foundation and funding from the Canadian Institutes of Health Research to facilitate early identification of children with DCD.

What is Developmental Coordination Disorder?



Developmental Coordination Disorder (DCD) occurs when a delay in the development of motor skills, or difficulty coordinating movements, results in a child being unable to perform everyday tasks. A diagnosis can be made by a medical doctor who will ensure: 1) that the movement problems are not due to any other known physical, neurological, or behavioural disorders; and, 2) whether more than one disorder may be present. The characteristics of children with DCD, however, are usually noticed first by those closest to the child because the motor difficulties interfere with academic achievement and/or with activities of daily living (e.g., dressing, playground skills, handwriting, gym activities).

DCD is believed to affect 5-6% of school-aged children and tends to occur more frequently in boys. DCD can exist on its own or it may be present in a child who also has learning disabilities, speech/language difficulties, and/or attention deficit disorder. In this booklet, the coordination difficulties that are discussed are those that are most often seen in children with developmental coordination disorder.

How Do Coordination Difficulties Occur?

There is no simple answer to this question since coordination difficulties can arise for many reasons. Although we do not know for sure what causes motor coordination problems, research suggests that children can experience difficulties in learning how to plan, organize, perform, and/or modify their movements. One thing we know for certain is that children with DCD have difficulty learning new motor skills. They tend to use their vision more than other types of feedback to guide their movements and, because of this, their motor skills may be more like those of younger children. Children with DCD perform inconsistently from one occasion to the next, and they often perform motor skills in the same way over and over again, even when they are unsuccessful. Typically, children with DCD depend on feedback and are not able to predict the outcome of their movements. As a result, they don't easily recognize movement errors, learn from their mistakes, or correct their movements.

The characteristics described above have led researchers to believe that the coordination difficulties of children with DCD may lie not only in learning how to move their bodies but also in learning how to use strategies to problem-solve solutions to motor tasks. Because motor skills do not become automatic for these children, they must devote extra effort and attention to complete motor tasks, even those that have been previously learned. Children with DCD often don't recognize the similarities of particular motor tasks, and this leads to difficulties transferring their motor learning from one activity to another (e.g., catching a large ball and then catching a small ball). They also have difficulty generalizing their motor learning from one situation to another (e.g., a child approaching a sidewalk curb has to figure out that stepping up onto the sidewalk is similar to climbing stairs). Having to respond to a changing environment (e.g., when catching or hitting a moving ball, or when avoiding others during team play) poses an additional challenge for children with DCD because they find it hard to monitor incoming information from the environment and to make their bodies respond in a timely way. The result of any of these problems is the same: children with DCD appear clumsy and awkward, and will have difficulty learning and performing new motor tasks.

Characteristic Features of Children with DCD

When describing children with DCD, it is important to recognize that they are a very mixed group. Some children may experience difficulties in a variety of areas, while others may have problems only with specific activities. The following is a list of some of the more common characteristics that may be observed in a child with DCD.

Physical Characteristics

1. The child may be clumsy or awkward in his/her movements. He/she may bump into, spill, or knock things over.
2. The child may experience difficulty with gross motor skills (whole body), fine motor skills (using hands), or both.



The Blue-footed Booby-Bird of the Galapagos Islands has personality and talent – it can fly incredibly high into the air and dive into the ocean; it can even do a very funny dance. Despite these strengths, this unique bird has a lot of trouble landing and often goes for a tumble. We selected this bird as a mascot for our DCD educational materials so they will be easy to identify and will be attractive to share with children.

3. The child may be delayed in developing certain motor skills such as riding a tricycle/bicycle, catching a ball, jumping rope, doing up buttons, and tying shoelaces.
4. The child may show a discrepancy between his/her motor abilities and his/her abilities in other areas. For example, intellectual and language skills may be quite strong while motor skills are delayed.
5. The child may have difficulty learning new motor skills. Once learned, certain motor skills may be performed quite well while others may continue to be performed poorly.
6. The child may have more difficulty with activities that require constant changes in his/her body position or when he/she must adapt to changes in the environment (e.g., baseball, tennis).
7. The child may have difficulty with activities that require the coordinated use of both sides of the body (e.g., cutting with scissors, stride jumps, swinging a bat, or handling a hockey stick).
8. The child may exhibit poor postural control and poor balance particularly in activities that require balance (e.g. stair climbing, standing while dressing).
9. The child may have difficulty with printing or handwriting. This skill involves continually interpreting feedback about the movements of the hand while planning new movements, and is a very difficult task for most children with DCD.

Emotional/Behavioural Characteristics

1. The child may show a lack of interest in, or avoid, particular activities, especially those that require a physical response. For a child with DCD, performing motor skills requires significant effort. Fatigue and repeated failure may cause the child to avoid participating in motor tasks.
2. The child may demonstrate a low frustration tolerance, decreased self-esteem, and a lack of motivation due to difficulties coping with activities that are required in all aspects of his/her life.
3. The child may avoid socializing with peers, particularly on the playground. Some children will seek out younger children to play with while others will play on their own or follow the educator or playground supervisor. This may be due to decreased self-confidence or avoidance of physical activities.
4. The child may seem dissatisfied with his/her performance (e.g., erases written work, complains of performance in motor activities, shows frustration with workproduct).
5. The child may be resistant to changes in his/her routine or in his/her environment. If the child has to expend a lot of effort to plan a task, then even a small change in how it is to be performed may present a significant problem for the child.

Other Common Characteristics

1. The child may have difficulty balancing the need for speed with the need for accuracy. For example, handwriting may be very neat but extremely slow.
2. The child may have difficulty with academic subjects such as mathematics, spelling, or written language which require handwriting to be accurate and organized on the page.
3. The child may have difficulty with activities of daily living (e.g., dressing, using a knife and fork, brushing teeth, doing up zippers, organizing a backpack).
4. The child may have difficulty completing work within an expected time frame. Since tasks require much more effort, children may be more willing to be distracted and may become frustrated with a task that should be straightforward.
5. The child may have general difficulties organizing his/her desk, locker, homework, or even the space on a page.

If a child exhibits any number of the above characteristics and if these problems are interfering with the child's ability to participate successfully at home, at school, or in the community, then it is important to have the child seen by a family doctor or pediatrician. The medical practitioner may then refer the child to a health service provider at a local children's hospital or treatment centre or to another community agency.

It is not uncommon for parents or educators to be told that a child will "grow out" of their difficulties. However, studies have now shown quite conclusively that most children do not outgrow these problems. While children do learn to perform certain motor tasks well, they will continue to have difficulty with new, age-appropriate tasks. It is important to recognize these motor difficulties because children with DCD are more likely to develop academic and behavioural problems, demonstrate low self-esteem, depression, and anxiety, and they are at greater risk of becoming overweight.

The Role of Therapists

Occupational therapists (OTs) and physiotherapists (PTs) are educated and trained in analyzing motor skill development and also in determining the ability of a child to cope with the demands and activities of everyday life. Both are uniquely suited for making recommendations for the management of a child with movement problems. In today's health care environment, OTs and PTs often function in the role of consultant; this is particularly true of therapists working within school settings. In a consultant role, the therapist will observe the child performing tasks that are difficult for him/her and make recommendations to his/her parents and educators. These recommendations may include: strategies or accommodations to assist with tasks at home, at school, or in the community; modifications to the child's environment; ways to promote physical activity and increase participation; guidelines on choosing community leisure and sports activities that are matched to the child's interests and abilities; and assistance with setting appropriate expectations to ensure success.

OTs and PTs can help parents, educators and the child to develop a better understanding of the coordination difficulties that the child is experiencing. It is important that parents and educators identify and learn to manage these problems early in order to prevent secondary complications. The child may need to be taught strategies to compensate for his/her motor problems and must be given adequate opportunities to practice those motor skills that need to be learned.

It is important to educate children with DCD so they become aware of their strengths, as well as their limitations, and so that they gain an understanding of ways in which they may compensate for any difficulties. Children will then be more likely to experience success and may be more willing to attempt activities that they find difficult.

If a child is experiencing a great deal of difficulty or is demonstrating secondary emotional and behavioral problems, the OT or PT may decide to work with the child individually. The therapist may do some direct skill teaching of motor tasks that the child needs or wants to learn. S/he may also use a cognitive approach that teaches the child problem-solving strategies that will help the child learn new motor tasks (this type of approach requires a therapist to have extra training). In either case, the reasons and plan for treatment will be discussed with the parent and child. Although in most cases the coordination difficulties do not disappear, children can show considerable improvement in their ability to perform specific tasks and can be helped to participate successfully at home, at school, and in the community.

The Role of Educators and Parents

There are many small modifications that can make life easier for a child with DCD. Here are a few ideas that may be useful; an OT or PT may have additional suggestions.

At Home

1. Encourage the child to participate in games and sports that are interesting to him/her and which provide practice in, and exposure to, motor activities. Physical activity and enjoyment should be emphasized rather than proficiency or competition.
2. Try to introduce the child to new sports activities or a new playground on an individual basis, before he/she is required to manage the activity in a group. Try to review any rules and routines that are associated with the activity (e.g., baseball rules, soccer plays) at a time when the child is not concentrating on the motor aspects. Ask the child simple questions to ensure comprehension (e.g., "What do you do when you hit the ball?"). Private lessons may be helpful at certain points in time to teach the child specific skills.
3. The child may exhibit a preference for, and perform better at, individual sports (e.g., swimming, running, bicycling, skiing) rather than team sports. If this is the case, then try to encourage the child to interact with peers through other activities that are likely to be successful (e.g., cubs, music, drama, or art).

4. Encourage the child to wear clothing to school that is easy to get on and off. For example, sweat pants, sweat shirts, t-shirts, leggings, sweaters, and Velcro shoes. When possible, use Velcro closures instead of buttons, snaps or shoelaces. Teach the child how to manage difficult fasteners when you have more time and patience (e.g., on the weekend, or over the summer) rather than when you are pressured to get out the door.

5. Encourage the child to participate in practical activities that will help improve his/her ability to plan and organize motor tasks. For example, setting the table, making lunch, or organizing a knapsack. Ask questions that help the child focus on the sequence of steps (e.g., “What do you need to do first?”). Recognize that, if your child is becoming frustrated, it may be time to help or to give specific guidance and direction.

6. Recognize and reinforce the child’s strengths. Many children with DCD demonstrate strong abilities in other areas – they may have advanced reading skills, a creative imagination, sensitivity to the needs of others, and/or strong oral communication skills.

At School

Educators and parents can work together to ensure that the child with DCD experiences success at school. Parents may find it helpful to meet with the educator near the beginning of the school year to discuss their child’s specific difficulties and to make suggestions about strategies that have worked well. An Individualized Education Plan (IEP) may be needed for some children; however, the following accommodations may be sufficient for others.



In the Classroom:

1. Ensure that the child is positioned properly for deskwork. Make sure that the child's feet are flat on the floor, and that the desk is at an appropriate height with the shoulders relaxed and the forearms comfortably supported on the desk.

2. Set realistic short-term goals. This will ensure that both the child and educator continue to be motivated.

3. Provide the child with extra time to complete fine motor activities such as math, printing, writing a story, practical science tasks, and artwork. If speed is necessary, be willing to accept a less accurate product.

4. When copying is not the emphasis, provide the child with prepared worksheets that will allow him/her to focus on the task. For example, provide children with prepared math sheets, pages with questions already printed, or 'fill in the blank' for reading comprehension questions. For study purposes, photocopy notes written by another child.

5. Introduce computers as early as possible to reduce the amount of handwriting that will be required in higher grades. Although keyboarding may be difficult initially, it is a very beneficial skill and is a skill at which children with movement problems can become quite proficient.

6. Teach children specific handwriting strategies that encourage them to print or write letters in a consistent manner. Use thin magic markers or pencil grips if they seem to help the child improve pencil grasp or to reduce pencil pressure on the page.

7. Use paper that matches the child's handwriting difficulties. For example:

- widely spaced lines for a child who writes with very large lettering;
- raised, lined paper for a child who has trouble writing within the lines;
- graph paper for a child whose writing is too large or improperly spaced;
- graph paper with large squares for a child who has trouble keeping numbers aligned in mathematics.

8. Focus on the purpose of the lesson. If a creative story is the goal, then accept messy handwriting, uneven spacing and multiple erasures. If the goal is to have the child learn to set up a math problem correctly, then allow time to do it even if the math problem does not get solved.

9. Consider using a variety of presentation methods when asking the child to demonstrate comprehension of a subject. For example, encourage children to present a report orally, use drawings to illustrate their thoughts, type a story or report on the computer, or record a story or exam on a tape recorder.

10. Consider allowing the child to use the computer for draft and final copies of reports, stories and other assignments. If it is important to see the “non-edited” product, ask the child to submit both the draft and final versions.

11. When possible, encourage the child to dictate stories, book reports, or answers to comprehension questions to the educator, a volunteer, or another child. For older children, voice recognition software can be introduced as soon as the child’s voice patterns have matured enough that they are consistent.

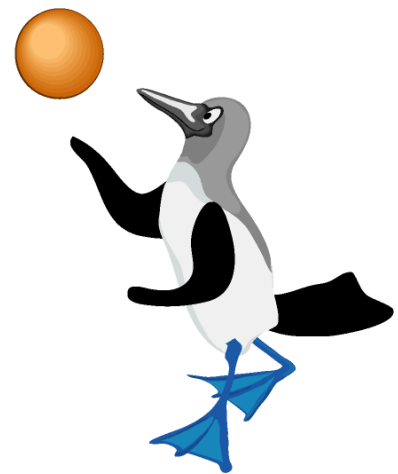
12. Provide additional time, and/or computer access, for tests and exams that require a lot of written output.

In Physical Education:

1. Break down the physical activity into smaller parts while keeping each part meaningful and achievable.

2. Choose activities that will ensure success for the child at least 50% of the time and reward effort, not skill.

3. Incorporate activities that require a coordinated response from arms and/or legs (e.g., skipping, bouncing and catching a large ball). Encourage children to develop skills using their hands in a dominant/assistant fashion (e.g., using a baseball bat or a hockey stick).



4. Keep the environment as predictable as possible when teaching a new skill (e.g., place a ball on a T-ball stand). Introduce changes gradually after each part of the skill has been mastered.
5. Make participation, not competition, the major goals. With fitness and skill-building activities, encourage children to compete with themselves, not others.
6. Allow the child to take on a leadership role in physical education activities (e.g., captain of the team, umpire) to encourage them to develop organizational or managerial skills.
7. Modify equipment to decrease the risk of injury to children who are learning a new skill. For example, Nerf balls in graduated sizes can be used to develop catching and throwing skills.
8. When possible, provide hand-over-hand guidance to help the child get the feel of the movement - for example, by asking the child to help the educator demonstrate a new skill to the class. Also, talk out loud when teaching a new skill, describing each step clearly.
9. Focus on understanding the purpose and the rules of various sports or physical activities. When a child understands clearly what he/she needs to do, it is easier to plan the movement.
10. Give positive, encouraging feedback. If providing instruction, describe the movement changes specifically (e.g., “you need to lift your arms higher”).

In the Community

1. Encourage exposure to physical activities for fun and participation, with an emphasis on health and fitness.
2. Consider lifestyle sports such as swimming, skating, cycling, and skiing to maintain or improve strength and overall endurance.
3. Keep in mind the potential need for extra support or individual lessons with sporting activities, especially as higher skill levels must be reached.
4. Ensure safety through the use of protective gear (wrist guards, helmets) with physical activities.
5. Help coaches, sports instructors, and community leaders understand the child’s strengths and challenges so they can support and encourage them to be successful.
6. Encourage children to engage in activities that are non-motor based such as music, drama, clubs to promote social experiences and the benefits of social participation.

Summary

Developmental Coordination Disorder is a motor skill disorder that interferes with children's ability to perform many tasks that are required every day. Children with DCD are a mixed group. Any given child may present with a variety of different problems.

Educators and parents who are with a child every day may be the first to notice the difficulties that the child is experiencing. It is important for the child to be seen by a physician at an early age to rule out other medical reasons for their motor difficulties. Children with DCD who are not recognized may experience failure and frustration, are often perceived to be lazy or unmotivated, and may develop additional physical, social, and behavioural problems.

Intervention for children with DCD may include referral to an occupational therapist or physiotherapist. An OT and/or PT will help the child learn to perform daily tasks more successfully and will make recommendations to parents and educators regarding the participation of children with DCD at home, in the classroom, on the playground, and in leisure activities in the community.

Contrary to the widely accepted belief that children with DCD will outgrow their problems, studies have demonstrated that children may acquire certain skills with extra practice but new motor skills will still be a problem. Children with DCD require early intervention to help them learn strategies to compensate for their coordination difficulties, to feel better about themselves as individuals, and to prevent other secondary issues from developing.

Resources

Many resources about children and youth with DCD can be found on the *CanChild* website at: www.canchild.ca (click on “Developmental Coordination Disorder”). These include:

- Information for Physicians and other Health Professionals
- Flyers and Resources for Educators
- Typing/Keyboarding and School-Related Recommendations
- Encouraging Physical Activity
- List of Books/Other Resources

If you have found this booklet to be helpful, please let us know:



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Special Education Advisory Committee

Thursday, April 21, 2022

6:00 PM

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MINUTES

Present:

Chair:

W. Rose, Community Representative

Community Rep(s):

M. Gatopoulos

K. Jones

T. Sault

T. Wilson

Trustees:

R. Collver

T. Waldschmidt

Grand Erie Staff:

P. Bagchee, Mental Health & Well-Being Lead

F. Lainson, Program Coordinator – Special Education

L. Sheppard, Program Coordinator - Applied Behaviour Analysis

J. White, Principal Leader – Special Education

Organizations/

Agencies:

L. Boswell, Information Services/Resource Coordinator, Contact Brant

T. Buchanan, Supervisor of Employee Supports, Community Living Brant

A. Detmar, Tele-Mental Health Coordinator, Woodview Mental Health and Autism Services

L. DeJong, Social Worker – Vice-Chair, Lansdowne Children's Centre

A. Csoff, Board of Directors, Haldimand-Norfolk R.E.A.C.H.

Dr. L. Scott, Fetal Alcohol Spectrum Disorder, Ontario Network of Enterprise

Native Rep.

L. Nydam

Absent with Regrets:

L. Thompson, Superintendent of Education – Special Education

C. Brady- Community Rep

J. Trovato- Community Rep

Absent:

Guests: J. Valstar

Recording Secretary J. White

A - 1 **Opening Welcome**

Chair. Rose called the meeting to order at 6:01 p.m. and provided the Land Acknowledgment.

(b) **Roll Call**

Chair. Rose welcomed J. Valstar who will be starting as the new recording secretary for next meeting as the new Executive Assistant to Superintendent Thompson.

Chair Rose expressed thanks to P. Curran for her years providing service as recording secretary for SEAC. A letter of thanks will be sent to P. Curran from SEAC.

(c) **Agenda Additions/Deletions/Approval**

Add: C-1 (d) Developmental Service Ontario Update- Chair Rose

C-1 (f) Response – Entry to school meetings - L. Sheppard

Delete: Nil



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MINUTES

Moved by: M. Gatopoulos

Seconded by: A. Detmar

THAT the SEAC 21-08 Agenda for Thursday, April 21, 2022 be approved.

Carried

B - 1 **Timed Items**

(a) **Grand Erie's Special Education Plan 2021-22 - draft**

L. Sheppard and F. Lainson facilitated a breakout group activity where SEAC members reviewed update sections of the Board's Special Education Plan. The goal of revisions was to make the standards more visually appealing, easier to locate information, ensure content flowed better, and was simplified wherever possible for those who access it.

C - 1 **Business Arising from Minutes and/or Previous Meetings**

(a) **Ratification of Minutes from Thursday, March 10, 2022**

Moved by: L. Boswell

Seconded by: M. Gatopoulos

THAT the SEAC 21-07 minutes for Thursday, March 10, 2022 be approved as circulated.

Carried

(b) **Transitions – School Day**

F. Lainson and L. Sheppard reviewed Policy/Program Memorandum 140 and 156 and how educator teams in schools support student's transitional needs within the school day.

(c) **Project SEARCH – update**

J. White introduced a new program that will be running in Grand Erie beginning September 2022. Project SEARCH is an employment preparation program for students with intellectual or developmental disabilities. The goal of the program is to support students reach their employment goals through real- life work experience, training in employability and life skills, along with employment planning and support. Grand Erie is partnering with St. Joseph's Lifecare Center and Stedman Hospice (host site) and Community Living Brant. (employment service organization.)

(d) **Ltr – Wait times for Psychoeducational Assessments/ Developmental Service Ontario**

L. Boswell expressed concerns about a DSO Transition-Timeline document that instructs parents to request a psychological assessment at age 14 from their school board. These concerns will be included in a letter from SEAC to the Ministry.

(e) **EQAO - update**

F. Lainson shared the changes to the EQAO assessment that students in grades 3 and 6 will experience when taking the test this year.

(f) **Response – Entry to School Meetings, Ontario Autism Program**

L. Sheppard brought forward data requested by SEAC members from last meeting about where Entry to School meetings, Ontario Autism Program, was being facilitated,



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MINUTES

and how many students were being supported. L. DeJong recommended that this information is reported back to the Ministry so that they are aware that there are still gaps in knowing who has been invited to these meeting. This information would support capturing all, or more, participants if this information was known.

D - 1 **New Business**

(a) **Special Incidence Portion (SIP) Process**

L. Sheppard shared the application process that the board follows for SIP funding, which assists with partially offsetting the cost of supports and services to ensure the health and safety needs of students who have extraordinarily high needs.

(b) **Educational Assistants – 2022-23**

J. White presented the shared support model for Educational Assistants that informs the Board's allocation process for the 2022-23 school year.

E - 1 **Other Business**

Nil

F - 1 **Standing Items**

(a) **Policies/Procedures Out for Comment**

Comments on currently reviewed policies or procedures may be submitted to policiesandprocedures@granderie.ca according to the timeline listed.

(b) **Trustee Updates**

Trustee Collver shared information about an evening of learning being offered by GEPIC. She also highlighted the upcoming Education Week of May 2nd as a celebration of teaching excellence and student achievement in Grand Erie. Trustee Collver shared that there would be lots of activities and resources provided for that week in support of Mental Health.

G - 1 **Information Items**

Nil

H - 1 **Community Updates**

Nil

I - 1 **Correspondence**

(a) **LDAO SEAC Circular – April 2022**

Presented as included in the meeting package

(b) **LTR – York CDSB – SIP**

Presented as included in the meeting package

(c) **LTR – York CDSB – Nursing Shortages**

Presented as included in the meeting package



Special Education Advisory Committee

Thursday, April 21, 2022
MS Teams Virtual Meeting

6:00 PM

MINUTES

J - 1 Future Agenda Items and SEAC Committee Planning

(a) Modified Day

(b) Summer Programs for Students with Special Education Needs

(c) The Ontario Human Rights Commission Report on the Right to Read

(d) Grand Erie's Annual Learning and Operating Plan – Mid-Year Update

K - 1 Next Meeting

Thursday, May 19, 2022 | 6:00 PM | MS Teams Virtual Meeting.

L - 1 Adjournment

Chair Rose called for adjournment.

Moved by: Dr. L. Scott

Seconded by: K. Jones

THAT the SEAC 21-08 meeting held April 21, 2022 be adjourned at 8:46 p.m.

Carried



Summer Programs for Students with Special Education Needs 2022

Summer Programs for 2022

In Person

- Summer School Transition Program (SSTP)
- This is My New School (Kindergarten)

Virtually

- Assistive Technology and Literacy Camp (Grade 4-12)
- Journeys in Math (Grade 4-8)
- Q Star Secondary (Grade 9-12)
- High School Transition Program (Grade 8)

- Reading Skill Development Through LEXIA (Grade 2-8)

In Person: Summer School Transition Program (SSTP)

Objectives

- Half day, face-to-face skill-building program for students in primary (Grades 1-3) that will support them to develop skills to transition back to school in a positive, structured and confident manner.
- Implemented by a Teacher and an Educational Assistant or Designated Early Childhood Educator, with Child and Youth Worker support.
- All programs will be supervised by a Principal or Vice-Principal
- Programs require a minimum of 3 students and are capped at 8 students. · Schools may choose to host two sessions running simultaneously in the building, with a maximum of 16 students total, maximum 8 per group.

Program Outline

- Students in primary grades (Grade 1 - 3) ·
- The SSTP will benefit students who require a return to school in a smaller, structured group on a reduced schedule.
- Parent/guardian consent must be obtained for a student to participate.
- Students selected will demonstrate a need for Tier 1 or Tier 2 levels of support for; Self-Regulation, Behaviour Management, Social Skills and/or Social Interactions
- Requires support or direction during transitional times in the day · Will benefit from short, enhanced practice opportunities · May have designated EA support when returning to school
- May have a BeSafe plan, but does not require the use of Personal Protective Equipment

When

- Staff Training (2 half days - mornings for all staff Involved)
 - August 18th and 19th, 2022
- Program Facilitation for Students (8 half days - mornings)
 - August 22nd – 31st, 2022

In Person: This is My New School Program

Program Objectives

- Half day, face to face skill-building program for students in Kindergarten
- The focus is to expose students to school routines and expectations, while allowing additional opportunities to practice school specific skills in context to support our understanding of their social, communication and self-regulation skills.
- This can include students identified through REACH or Lansdowne who are entering school for the first time in September.
- The program will be implemented by a Teacher and an Educational Assistant or Designated Early Childhood Educator.
- Program requires a minimum of 2 students, up to a maximum of 4 students per location.

Program Outline

- Students in Kindergarten (new JKs or returning SKs) with who would benefit from additional preparation for school to ensure full participation.
- Students selected will demonstrate a need for Tier 2 or Tier 3 support in the areas of; Communication; Behaviour Management, Social Skills and/or Social Interactions
- Requires support or direction during transitional times in the day
- Will benefit from enhanced practice opportunities of daily routines
- May have designated EA support
- May have a BeSafe plan, but does not require the use of Personal Protective Equipment

When

- Staff Training and Program Prep Time (half day - mornings for all staff Involved)
 - August 18th and 19th, 2022 · August 24th, 2022 In-person Training and Collaboration with SLPs and BCBAs
- Program Facilitation with Students (7 half days - mornings)
 - August 22nd and 23rd, August 25th – 31st, 2022

Virtual: Assistive Technology and Literacy Camp

Program Objectives

- The Assistive Technology Literacy Camp is a 5-day program, with 2 hours of virtual collaborative work each morning. The goal is to increase independence, confidence, self-esteem, and self-advocacy through technology to enhance literacy skills.
- Students will explore technology tools for written output and reading comprehension. They will build a student profile website to house their discoveries of technology learning strategies with a goal to transfer this Information back to In-class learning. The program will be Implemented by a LEARNStyle coach who will reach out to families via email prior to the start of the camp for Introductions and video conferencing tips to ensure a smooth start the first day.

Program Outline

- This program is geared toward students in grades 4-12 who will be grouped into sessions by division (grade 4-6, grade 7-8, grade 9-12)
- Administrators may nominate students with demonstrated gaps in literacy skills and whose families are able to commit to participating.
- Students must have access to a computer device (SEA, classroom, personal tech.) and reliable internet for the duration of the program.

When

- August 8-12, 2022 9:30 a.m. - 11:30 a.m. each day
- Program provided by LEARNStyle through TEAMS

Virtual: Journeys in Math

Program Objectives

- The Technology Journeys in Math is a 5-day program, with 2 hours of virtual collaborative work each morning.
- The goal is to increase independence, confidence, and self-esteem while developing positive attitudes towards math through technology.
- Students will explore and practice assistive technology tools that support comprehension, mathematical thinking, and problem solving. they will build a private math journal website to record strategies, technology tools, and reflections as math learners with a goal to transfer this resource back to in-class learning.

Program Outline

- This program is geared toward students in grades 4-8
- Administrators may nominate students with demonstrated gaps in numeracy and literacy skills and whose families are able to commit to participating.
- Students must have access to a computer device (SEA, classroom, personal tech.) and reliable internet for the duration of the program.
- Programs will only run if a minimum of 8 students across the board are nominated

When

- August 15-19, 2022 9:30 – 11:30 a.m.
- Program provided by LEARNStyle through TEAMS

Virtual: Q Star (Question Type, Strategies, Tools, Apply, Read & Review)

Program Objectives

- The Q Star (**Q**uestion Type, **S**trategies, **T**ools, **A**pply, **R**ead & Review) camp is a 5-day program, with 2 hours of virtual collaborative work each morning.
- The goal is to equip students with concrete strategies and technology tools that will set them up for success heading into the new school year. This targeted program engages students in applying writing comprehension and time management strategies utilizing AT and technology to academic tasks such as answering a variety of question types that can be encountered on an assessment.
- For each type of question, strategies for reading, interpreting, and responding will be provided which incorporate the appropriate assistive technologies.

Program Outline

- This program is geared toward students in grade 9-12
- Administrators may nominate students with demonstrated gaps in literacy skills whose families are able to commit to participating.
- Students must have access to a computer device (SEA, classroom, personal tech.) and reliable internet for the duration of the program.
- Programs will only run if a minimum of 8 students across the board are nominated

When

- August 29th – September 2, 2022 9:30 – 11:30 a.m.
- Program provided by LEARNStyle through TEAMS

Virtual: High School Transition Program

Program Objectives

- The High School Transition Program is a 5-day program, with 2 hours of virtual collaborative work each morning.
- The goal is to increase confidence and independence with managing workload, staying on top of tasks, and becoming a more confident reader and effective writer.
- Students will explore the technology tools and strategies that are key to a successful high school experience including tools for organization, reading text with meaning, and writing effectively to clearly communicate their understanding and ideas.

Program Outline

- This program is geared toward students in grades 8, entering high school In September 2022.
- Administrators may nominate students with demonstrated gaps in literacy and/or organizational skills and whose families are able to commit to participating.
- Students must have access to a computer device (SEA, classroom, personal tech.) and reliable internet for the duration of the program.
- Programs will only run if a minimum of 8 students across the board are nominated

When

- August 22 – 26, 2022 9:30-11:30 a.m.
- Program provided by LEARNStyle through TEAMS

Virtual: Reading Development Through LEXIA

Program Objectives

- LEXIA Reading is a web-based reading intervention program for students with learning disabilities and other at-risk readers.
- Some students already have LEXIA accounts and will have the opportunity to continue working over the summer while the program may be new to others.
- To use a LEXIA license in the summer, families will need to commit to having their child regularly use the program (minimum 20 minutes per day for most days).
- LEXIA teachers will be hired centrally to monitor student progress via the MYLEXIA website and meet once per week with students individually or in small groups to encourage and deliver targeted lessons.

Program Outline

- This program is geared toward students in grades 2-8 who demonstrate gaps in reading skills.
- Administrators may nominate students with demonstrated gaps in reading skills and whose families are committed to participating. this commitment Involves a minimum of 20 minutes per day using LEXIA for most weekdays in the summer and willingness to participate In one weekly learning session with a LEXIA teacher.
- Programs will only run if a minimum of 20 students across the board are nominated

When

- Staff Training (1 half day)
- Students will complete a minimum of 20 minutes per day on LEXIA most weekdays over the summer break.
- Students will participate in 1 30-minute learning session per week with the central LEXIA teacher.



UPPER GRAND DISTRICT SCHOOL BOARD

Carrie Proudfoot

Chair, Special Education Advisory Committee

Board Office: 500 Victoria Road N. Guelph, ON N1E 6K2

Email: SEAC@ugdsb.on.ca

February 9, 2022

Ms. Nancy Naylor
Deputy Minister of Education
5th Floor, 438 University Ave, Toronto, ON
M7A 2A5
EDU.DMO@ontario.ca

Dr. Catherine Zahn
Deputy Minister of Health
College Park 5th Floor, 777 Bay St,
Toronto, ON
M7A 2J3
Catherine.Zahn@ontario.ca

Ms. Denise Cole
Deputy Minister of Children, Community and Social Services
7th Floor, 438 University Ave, Toronto, ON M5G 2K8
denise.a.cole@ontario.ca

RE: Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations

Dear Deputy Ministers,

The Upper Grand District School Board (UGDSB) Special Education Advisory Committee (SEAC) was pleased to learn of the memorandum sent October 29, 2021 to Directors of Education announcing the joint review of PPM 81. In particular, the unification of speech and language services is of interest to parents within our school board. As you mentioned in the memorandum, school boards (staff and parents) have long identified the division of these services as detrimental to the support and development of our children.

As parents, we feel we are important stakeholders in this process. We encourage you to ensure parents from SEACs across the province are included in the consultation process as this review moves forward. At the UGDSB, we support the goal of integrated delivery of speech and language services for Ontario school children under the direction and leadership of district school boards.

The UGDSB, like many Ontario District School Boards, has a long history of delivering speech-language pathology services to promote student well-being and achievement. Our UGDSB employed speech-language pathologists work alongside parents and educators to support the development of communication skills for students with diverse needs. The work of the UGDSB SLPs is responsive to the needs of school communities and aligned with system priorities. The UGDSB has invested in supporting

...2

Upper Grand District School Board

• Linda Busuttil; Chair
• Barbara Lustgarten Evoy; Vice-Chair

• Mark Bailey
• Mike Foley

• Jolly Bedi
• Martha MacNeil

• Gail Campbell
• Robin Ross

• Jen Edwards
• Lynn Topping

a tiered model of speech-language pathology services and we have seen the benefit of educator-SLP collaborations for children and families with special needs. SLPs employed by the UGDSB are able to build relationships with school staff and families in a way that SLPs at external agencies cannot.

The UGDSB SEAC supports a comprehensive mandate for school board SLPs to deliver the full range of communication services for children with diverse needs, and their families, from kindergarten entry to school exit. In addition to existing assessment, consultation and intervention for oral language, augmentative and alternative communication, literacy, and social communication, school board employed SLPs should acquire responsibility for the provision of speech services. School board employed SLPs are uniquely and best positioned to deliver unified services integrated within educational frameworks including Learning For All and School Board Equity and Improvement Plans. The proposed expansion of speech-language pathology services within district school boards will require contemporary funding structures. Fortunately, the existing infrastructure of speech-language pathology departments within school boards will offset the current expense of managing two community agency speech and language departments, ErinOakKids and KidsAbility Childrens Treatment Centres, and Communication, Language and Speech Services at the UGDSB. Historically, there has been no alignment between ministries in funding for speech-language pathology services. For example, it is noted that at our Board, our local Children's Treatment Centres ErinOakKids and KidsAbility, recently changed their discharge criteria for their preschool speech and language program such that they no longer provide services to students in year 1 kindergarten, yet no funding was transferred to the school board who has had to expand their services to accommodate additional children needing support.

Overall, we request consideration of the following recommendations:

- Include SEAC representatives during the consultation process both provincially and during the development of local solutions required.
- Consolidate funding for the delivery of speech-language pathology services to school-age children under the direction of the Ministry of Education. A single funder will promote more equitable and inclusive services, with greater access for all children with diverse needs. It will reduce service fragmentation, eliminate gaps and duplications, and create seamless transition points. It will also permit more coherent goal setting for participation at school, home and in the community. Moreover, a single funder will facilitate more transparent and accountable processes and service efficiencies.
- Maintain the current investment by Ontario District School Boards in the delivery of speech-language pathology services. Encourage school boards to continue to use Grants for Student Needs and Special Education Grants to fund existing services with flexibility to respond to local student, community and system needs.
- Flow additional funding directly to the Ontario District School Boards to enhance SLP services, unifying delivery of speech and language interventions. Within the funding transfer, acknowledge the gap created when Preschool Speech and Language Services for kindergarten-age children were discontinued and school boards absorbed the abandoned speech and language caseload.

Upper Grand District School Board

• Linda Busuttill; Chair	• Mark Bailey	• Jolly Bedi	• Gail Campbell	• Jen Edwards
• Barbara Lustgarten Evoy; Vice-Chair	• Mike Foley	• Martha MacNeil	• Robin Ross	• Lynn Topping

- Create an accountability tool to capture detailed data about the delivery of services to children and families, stratified by tier, using frameworks that are appropriate to the education context. Use the accountability tool to refine service delivery targets and amend funding and infrastructure processes as necessary.

With sincere gratitude for your continued support of our children during their school years.

Carrie Proudfoot

Carrie Proudfoot, Chair
SEAC, UGDSB

cc: Chair of Special Education Advisory Committees

Supervisory Officers (Special Education)

Executive Director, Ontario Catholic School Trustees' Association (OCSTA)

Executive Director, Council of Ontario Directors of Education (CODE)

General Secretary, Ontario English Catholic Teachers' Association (OECTA)

Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)

Executive Director, Catholic Principals' Council of Ontario (CPCO)

Chair, Minister's Advisory Council on Special Education

President, Association of Professional Student Service Professionals (APSSP)

President, Ontario Association for Families of Children with Communication Disorders

Upper Grand District School Board

• Linda Busuttill; Chair
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• Mark Bailey
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• Gail Campbell
• Robin Ross

• Jen Edwards
• Lynn Topping

April 13, 2022

Honorable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Lecce,

The Special Education Advisory Committee (SEAC) of Near North District School Board (NND SB) would like to send this letter of support for the concerns expressed by the Algoma District School Board, Durham District School Board, Waterloo District School Board and Renfrew County Catholic District School Board regarding providing on-line learning resources and the platforms used to access these resources.

The NND SB SEAC members are committed to the equity and well-being of all students and therefore wish to express similar concerns as expressed by the above-named boards to ensure equitable access to these resources. As was noted by Renfrew County, many students in more rural settings do not have convenient access to wireless connections so would need all online courses, platforms and links to related resources be enabled, consistently maintained and meet accessibility standards.

All resources both in-person and on-line should adhere to the concept of universal design and equitable access in order to meet the needs of all students, especially students with special education needs.

Thank you for your time and consideration of this matter,

Sincerely,



Albina Lavictoire

Chair, Special Education Advisory Committee
Near North District School Board

CC: Board Chair Aspin, NND SB Board of Trustees
Chairs of all Ontario Special Education Advisory Committees

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

The Honourable Merrilee Fullerton
Minister of Children, Community and Social Services
7th Flr, 438 University Ave
Toronto, ON M5G 2K8

May 19, 2022

Dear Ministers Lecce and Fullerton:

Re: Unacceptable Wait Times for Psycho-educational Assessments

I am writing as Chair of Grand Erie District School Board's Special Education Advisory Committee (SEAC). Grand Erie District School Board's Special Education Management Team (SEMT) has advised us that the need for psycho-educational assessments is beyond the Board's ability to provide them. Clearly, this is not sustainable, as students' needs are not being met. We are writing to you to express our strong objection to the current situation and to urge you to please look into the matter and take whatever steps are necessary to fix it.

As you know, with the insights and diagnoses of a psycho-educational assessment, educators can start putting effective accommodations in place for students with various learning challenges. Without such insights, these students may be unable to effectively access the curriculum. It goes without saying that the longer students have to wait for a psycho-educational assessment, the longer their learning may suffer. Indeed, the longer students have to wait, the more alienated and discouraged they may feel at school. Of course, this is precisely the outcome that the Ministry of Education should seek to avoid. All students have a right to appropriate special education programs and services. Psycho-educational assessments are, for many students with special learning needs, essential.

We have been advised by the Special Education Management Team that there is currently a problem with availability of practitioners who are able to complete these specific types of assessments. Where exactly the problem lies is beyond the scope of our SEAC's expertise or knowledge. However, we feel confident in our conclusion that the lack of qualified practitioners is significantly contributing to the problem. Without enough qualified practitioners to complete psycho-educational assessments, the waitlist for students just keeps getting longer and longer. We are asking that you please investigate this situation and do whatever needs to be done, working across Ministries and sectors as may be necessary to ensure that either: (1) more

qualified practitioners become available; or (2) if feasible, there is a necessary change to whatever regulations or guidelines sets out the qualifications required to perform these assessments.

Of course, parents and guardians may decide to seek a private psycho-educational assessment for their child, which could circumvent the long wait list in school. However, such assessments are not cheap, and families may not be able to afford to pay for a private assessment out of pocket or may not have health benefits to help defray the cost. A system in which only some families can afford to obtain an assessments for their child is clearly rife with inequity and must not be sustained. Perhaps an arrangement can be made between the Ministry of Education and private practitioners who are qualified to provide assessments? Again, whether such an arrangement is feasible or appropriate is beyond the expertise of our SEAC, but we feel strongly that it behooves the Ministry of Education to investigate this possibility.

To further complicate matters, we have recently be advised that Developmental Services Ontario (DSO) has posted a “Transition Timeline” document on their website¹, setting out guidance for young people who are transitioning from youth to adult services. As you are aware, DSO is the access point for adult developmental services funded by the Ministry of Children, Community and Social Services (MCCSS) in Ontario. Under the heading “High school entry”, the DSO advises young people to “Request a psychological assessment that includes cognitive and adaptive function scores for [DSO]”. This guidance clearly implies that students who are on track to seek adult developmental services should request a psycho-educational assessment from the school system as they enter high school (around age 14). At best, the document is silent on where else students should be turning to request this service.

As we have already pointed out, schools are already failing to get psycho-educational assessments done within a reasonable time. DSO wants these assessments done for their own purposes, which are separate and apart from the school system. By asking young people to request an assessment from their school, the DSO is putting stress on an already thinly-stretched public school system.

We further note that the “Transition Timeline” is opaque on a number of key issues. First of all, as already mentioned, there needs to be more information about where a psycho-educational assessment may be obtained if not through the school system. On another document entitled “Frequently Asked Questions” which also appears on the DSO website², young people are advised that they must “provide a psychological assessment to prove [they] have a

¹ <https://www.dsontario.ca/assets/documents/Downloadable-Inserts/Transition-planning/en/Transition-Timeline.pdf>

² <https://www.dsontario.ca/assets/documents/Downloadable-Inserts/How-to-access-services/en/Frequently-asked-questions.pdf>

developmental disability. If [they] do not have a psychological assessment, [they should] talk to [their] area DSO.” There is no indication, beyond the vague invitation to talk to their local DSO, that an assessment may be available outside the school system. To avoid confusion and overburdening the education system, the “Transition Timeline” and “Frequently Asked Questions” documents should clearly state where, outside of school, young people can request and obtain an assessment. Furthermore, it should be clearly and unequivocally stated in all documents that eligible young people do not have to pay for an assessment out of pocket, but that DSO will make arrangements to have the assessment done for them. Lastly, it should be clearly indicated that it is not only young people with developmental delay who qualify for these assessments.

We feel that obtaining a psycho-educational assessment for use at school should take months rather than years. Obviously, the sooner students are able to have appropriate educational accommodations in place, the sooner they will be able to effectively access curriculum. Making students to wait for this essential services for excessive periods of time is grossly unfair.

Furthermore, there should be clear delineation between the Ministry of Education and the Ministry of Children, Community and Social Services as to where students will be able to access a qualified practitioner to perform the assessment and every effort should be taken to ensure that neither Ministry places a burden on the other in that regard.

The system for psycho-educational assessments, as it is currently constituted, is not working. We are asking that you take immediate steps to investigate where the issues lie and to come up with workable solutions to ensure that the School Boards are able to provide this essential service to their students in a timely and equitable fashion.

If you have any questions, or if you require any further information from us, please do not hesitate to ask. We look forward to hearing back from you soon.

Yours truly,

Wendy Rose, Chair
Special Education Advisory Committee
Grand Erie District School Board

Paula Curran
(need address &/or email)

May 19, 2022

Dear Ms. Curran:

At the April 2022 Special Education Advisory Committee meeting, we were advised that you will not longer be SEAC's recording secretary.

We are writing, as a committee, to express our deep gratitude to you for the many services you have provided to SEAC over many different iterations of the committee. Your up-beat attitude, timely communications and detailed meeting agendas and minutes will be missed. I know I am speaking not just for our currently-constituted SEAC, but for all previous committees, who have greatly benefited from your work and welcoming spirit.

We wish you all the best in whatever lies ahead.

Yours truly,

Wendy Rose, Chair
Grand Erie DSB SEAC