
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, June 16, 2022

Google Meet Link: meet.google.com/yaz-efhj-iph

Virtual

6:30 P.M. – 8:00 P.M.

Chairperson: Arlene Godby

Vice-chairperson:

<p>TRUSTEES/MEMBERS WHO ARE UNABLE TO ATTEND THE MEETING ARE ASKED TO PLEASE NOTIFY VICKI BLAKELY (705) 748-4861 EXT. 1213</p>

A. Call to Order:

1. Land Acknowledgment: Jeannie Armstrong
As we continue to learn together in these exceptional circumstances, I (we) would like to acknowledge, as we do at school, that this land on which we live and learn daily, is the traditional territory of the Michi Saagig (Mississauga) Anishnaabe. All of the PVNC Catholic District School Board lies within the Williams Treaty territory and we are all Treaty people. We offer our gratitude to the First Peoples of this land who continue to care for, and share their teachings about, our earth and our relations. May we honour those teachings.
2. Opening Prayer: Shawna Belcourt
3. Motion to Approve Agenda
4. Declarations of Conflicts of Interest
5. Motion for Approval of the Minutes of the May 19, 2022 Meeting.
6. Business Arising from the Minutes:

B. Recommended Actions/Presentations:

1. Remarks: Chairperson, Arlene Godby
2. Remarks: Superintendent of Learning/Special Education Services, Jeannie Armstrong
3. Update from Trustee: Helen McCarthy

C. Discussion Items:

A. SEAC Meeting Presentation:

1. Budget – Isabel Grace, Superintendent of Finance
2. Special Education Plan Review - Laura Di Ianni & Jeannie Armstrong, Superintendent of Learning/Special Education Services

From Presentation:

- i. What are the key learnings from the presentation?
- ii. What do parents need to know?
- iii. What options exist to get this information to parents?
- iv. How can SEAC support parents in this process?
- v. What can your associations/organizations add specifically to the learning today if any?
- vi. What should be sent out to families in the DID YOU KNOW from SEAC?

B. Correspondence Items:

1. Conseil Écoles catholiques Centre-Est - Note Politique/Programmes no 81 (NPP 81), Services auxiliaires de santé (attached)

C. Information Items:

1. PVNCCDSB Board of Trustee Minutes and Agendas
<https://www.pvnccdsb.on.ca/our-board/board-meetings/>
2. Community Living Trent Highlands - June 2022 Report (attached)
3. Autism Ontario
 - a. Autism Ontario Newsletter
<https://www.autismontario.com/civicrm/mailling/view?reset=1&id=1182>
 - b. LGBTQ2S+ Toolkit
<https://aidecanada.ca/learn/education/lgbtq-toolkit>
4. PAaC on SEAC
 - a. [Funding Resource Guide](#)
 - b. [Effective Practices for Recruitment of Local Association Members for SEAC](#)

D. Old Business:

1. Checklist – from PAaC on SEAC Discussion (attached)
2. Motion Tracking:

Motion Date	Subject/Status
February 17, 2022	PPM 172 FASD motion to draft letter
April 21, 2022	PPM 172 FASD draft letter approved as presented
April 21, 2022	PPM 81 Proposed Update Downloading medical procedures onto special education support staff - letter drafted ready for review by SEAC
May 19, 2022	PPM81 draft letter approved as presented.

E. New Business:

D. Next Meeting:

1. Selection of Members for Territorial Recognition, Opening and Closing Prayers
2. **2022-2023 Meeting Dates:**

6:30-8:30 pm	Thursdays
September 22, 2022	March 23, 2023
October 20, 2022	April 27, 2023
November 17, 2022	May 18, 2023
January 19, 2023	June 15, 2023
February 16, 2023	10th Meeting

E. Conclusion:

1. Closing Prayer: Sandra Scott
2. Motion for Adjournment

Ottawa, le 26 mai 2022

Par courriel : EDU.DMO@ontario.ca

Honorable Christine Elliott
Ministre de la santé
Christine.elliott@pc.ola.org

Honorable Stephen Lecce
Ministre de l'éducation
Minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

**Objet : Note Politique/Programmes no 81 (NPP 81), Services auxiliaires de santé
offerts en milieu scolaire**

Le Comité consultatif pour l'enfance en difficulté (CCED) du Conseil des écoles catholiques du Centre-Est (CECCE) se réjouit de l'annonce de la révision de la NPP 81. En tant que représentants des services de l'enfance en difficulté, il est important que les CCED soient consultés et informés tout au long du processus de révision de la NPP 81. Le CCED du CECCE soutient pleinement l'objectif de fournir un service intégré de la prestation des services, et ce, sous la direction et le leadership des conseils scolaires.

Services de santé

En ce qui a trait aux services de santé offerts aux élèves ayant des conditions médicales, quoique nous reconnaissons les défis qu'entraîne la pénurie d'infirmiers et d'infirmières en province, nous sommes très préoccupés par les responsabilités conférées au personnel scolaire dans cette NPP révisée. Certaines interventions médicales telles que l'injection de médicaments, la pression manuelle sur la vessie et l'alimentation par perfusion devraient être offertes et exécutées par du personnel qualifié dans le domaine de la santé. En plus des inquiétudes soulevées à l'égard de la sécurité des élèves et du personnel, nous envisageons des implications syndicales qui pourraient mener à la révision des conventions collectives. Ces modifications aux responsabilités des conseils scolaires exigeraient des formations initiales et continues, ainsi qu'un financement supplémentaire adéquat rattaché à l'embauche de personnel qualifié francophone additionnel.

Services en orthophonie

Le CECCE offre depuis très longtemps un service en orthophonie visant à promouvoir et à soutenir le bien-être et le succès de ses élèves. Les orthophonistes accompagnent étroitement les équipes-écoles et sont indispensables pour appuyer le développement langagier des élèves. Leur présence constante au sein des écoles favorise une approche préventive et proactive permettant de répondre aux besoins des élèves et de développer une collaboration précieuse avec les parents et le personnel des écoles. De plus, la recherche démontre que les thérapeutes qui sont bien intégrés aux écoles, qui ont développé une relation avec le personnel, qui peuvent faire des liens avec la pédagogie et qui sont présents de façon régulière à l'école sont bien outillés pour offrir la gamme de services à l'ensemble des élèves selon le niveau de besoin sous le modèle de réponses à l'intervention.

Le CCED du CECCE est d'avis que les orthophonistes des conseils scolaires devraient fournir la gamme complète des services en orthophonie, en français, aux élèves ayant des besoins variés, à leurs familles ainsi qu'aux intervenants des écoles. En plus des responsabilités au niveau de l'évaluation, de la consultation et de l'intervention dans le domaine du langage oral et du langage écrit, la mise en oeuvre de la communication suppléante et alternative et de la communication sociale, les orthophonistes des conseils scolaires possèdent l'expertise pour offrir un service intégré, incluant la composante parole. Cette approche unifiée sous la responsabilité des conseils scolaires permettra d'assurer un service plus efficace qui répondra aux besoins des élèves ciblés.

Services cliniques communautaires

En ce qui concerne les services cliniques communautaires du Programme ontarien des services en matière d'autisme (POSA), deux défis majeurs ont été identifiés. D'abord, plusieurs de ces services ne sont offerts que dans une langue autre que le français, élément problématique pour les élèves et les équipes dans les écoles de langue française. L'offre de services élargie aux élèves autistes entraînera des défis de logistique considérables (locaux, horaires) et devra s'ajouter aux tâches quotidiennes des écoles. Les responsabilités en lien avec cette coordination de services s'ajouteront à la charge de travail des directions d'école et des conseils et entraîneront à leur tour le besoin d'un financement additionnel pour la coordination au sein des conseils scolaires.

En vous remerciant de tenir compte de cette lettre et de tous les commentaires partagés par les intervenants des conseils scolaires de langue française lors des tables rondes et de la consultation par sondage à l'égard des révisions apportées à la NPP 81, veuillez agréer l'expression de mes sentiments les plus distingués.



La présidente du CECCE,



La présidente du CCED du CECCE,

c.c. AFOCSC

Présidences des Comités consultatifs pour l'enfance en difficulté (CCED) des conseils scolaires de l'Ontario

CLTH. June 22 Report

Annual Report of a CLTH accomplishments this past year

Recruitment of Staff – priority- we are hiring

Quest Team – preparing for a Sept Review

Thank you to all staff who went over and above during the aftermath of the storm

Doing more in person supports in Family Support

Offer some in-person summer activities for youth on our caseloads

Medically Complex Pilot summer camp with Five Counties in August.



Summer Events 2022

Fun Day trips for CLTH youth 13-17yrs

Sign up for individual days (9am-3pm):

Tuesday July 12 - Jackson's Park Picnic

Thursday July 14 - Alpaca Farm Visit \$10

Tuesday July 19 - Selwyn Beach & BBQ

Thursday July 21 - Kayak fun at Beavermeade park
on Little Lake \$5

Tuesday Aug 16 - Fishing from shore and picnic

Thursday Aug 18 - Art in the Park

Tuesday Aug 23 - Trail ride on horseback \$10

Thursday Aug 25 - To Be Determined



Locations: Peterborough, Lakefield, Keene & surrounding areas

Trips Includes:

outdoor activities, swimming, nature walks

farm visits and learning about animals

picnic sports & games

Scavenger hunts

friendship and supervision

Some trips may have to be cancelled due to inclement weather

Please Register by July 8th by Contacting Bethany Sayles

(705-743-2411 x510) bsayles@clth.ca



COMMUNITY LIVING
Trent Highlands 

Peterborough Youth Camps Summer 2022

Created May 2022

Name	Contact Information	Description	Link
Art School of Peterborough	174A Charlotte St, Peterborough 705-742-3221	Painting, drawing, pottery, cartooning and many more available classes.	http://artschoolptbo.org/get-in-touch/
Nike Basketball Camp	7939 Highway 7 Selwyn, Ontario K6J 6X4	Nike Basketball Camps at the Playground Peterborough are for young athletes who want to learn the fundamentals of basketball, improve their basketball skills, and further develop their on-court athleticism in a fun yet competitive & engaging environment. Our camp is open to athletes ages 5-17 years old.	https://www.sportscampscanada.com/camp/s/nike-basketball-camp-the-playground-peterborough
Camp Kawartha	2505 Pioneer Rd, Peterborough 705-652-3860	Year round, outdoor and environmental programming.	https://campkawartha.ca/
Champions Gymnastics	2410 Lansdowne Street W 705-743-9338	Offers many camps which include, March Break, Summer break, evenings, and P.A Days	https://champions-gymnastics.ca/
Cobourg Dragon Boat club Kayak Camp	Cobourg Marina	Participants will learn the fundamentals of canoeing, kayaking and stand-up paddle boarding, they will learn balance, steering, and technique. They will also learn water and boat safety Ages 5-14	https://cobourgdbcc.ca/summer-day-camp-2022
Journey Through the Arts	190 Hope St. N., Port Hope, ON L1A 2P4 (905)-885-0908	The Summer Program lets kids experience ALL 3 AREAS OF THE ARTS including: MUSIC: guitar, African percussion and song-writing where they write their own song. DRAMA: they write and perform their own play, learn about character development, improv and other drama skills. VISUAL ART: create a different art project each day including painting, pottery, drawing, and more.	http://www.journeythroughthearts.com/
Kawartha Gymnastics Club	33 Roger Neilson Way Peterborough, ON K9J 0A4 (705) 743-0300	Ages starting at 4. Full days and Half days are an option with extended before and after care for an extra cost. Plus, a 10% sibling discount.	http://www.kawarthagymnastics.ca/

Mainly Music Camp	Mark St United Church Peterborough	Ages 8 to 14, Instrument use, art project materials, T-shirts and Friday lunches are provided.	http://mainlymusiccamp.com/
Sports Camps/ Inspiring play/ Science/ Arts camps (Many options and choices based on ages)	City of Peterborough 705-742-7777 Ext x0	With a fun focus on skills and drills for a variety of different sports, this camp will also ensure an understanding of fair play and teamwork while having a load of fun at the same time.	https://www.peterborough.ca/en/explore-and-play/camps.aspx?mid=48502
Saddlewood Girls Riding Camp (overnight)	749 Bethany Hills Rd, Bethany 705-277-2029	Horseback Riding Equestrian camp. Ages 7 to 16, Riding camp for girls. A horse of their own to ride and care for, two lessons per day. Riding, swimming, arts, drama, dance and archery.	https://www.saddlewood.ca/
Summer Discovery Camp	Peterborough Museum and Archives Camps	Youth 7 to 11 and run for 1 week. Each week has a different theme from "History Hunters, to Magic of Science. Runs in the summer. Subsidy available	https://www.peterborough.ca/en/explore-and-play/museum-discovery.aspx
Tracks Youth Camp	1600 West Bank Drive, Peterborough, ON, Canada, K9LOG2 705-748-1011 - ext 6381	Hands on Experiences for Youth interested in Indigenous and Western Sciences. Subsidy available	https://www.tracksprogram.ca/
Trent Excalibur Camp -Multisport	1600 W Bank Dr, Peterborough 705-748-1670	Campers will get a chance to try out a variety of sports including basketball, rugby, lacrosse, soccer, rock climbing and more! In this fast-paced program, campers are introduced to fundamental sport	https://www.trentu.ca/athletics/programs/trent-excalibur-camp/camp-program
Trent Mini Excalibur Camp	1600 W Bank Dr, Peterborough 705-748-1670	Campers participate in daily planned activities including sports, art, science and outdoor education. Mini Excalibur campers will participate in activities meant to foster healthy, teamwork, sportsmanship, and kindness. Ages 5 to 6	https://www.trentu.ca/athletics/programs/trent-excalibur-camp/camp-program

Trent Excalibur Integrated Arts	1600 W Bank Dr, Peterborough 705-748-1670	Integrated Arts Camp is a fully immersive arts enrichment opportunity focuses including visual arts, dance and theatre. Learning techniques in painting, drawing, mixed media and jewelry making ages 7 to 14	https://www.trentu.ca/athletics/programs/trent-excalibur-camp/camp-programs
Trent STEM Camp	1600 W Bank Dr, Peterborough 705-748-1670	Our campers create, build and assemble a variety of take-home projects while exploring how science affects the world around us. This program includes topics in coding, chemistry, biology, physics, ecology, kinesiology and forensics. 7 to 14	https://www.trentu.ca/athletics/programs/trent-excalibur-camp/camp-programs
Trent Outdoor Education Camp	1600 W Bank Dr, Peterborough 705-748-1670	Adventuring campers who enjoy the outdoors will love this combination of our popular nature and multisport programs with a variety of outdoor games, hiking, environmental education, teamwork activities and trips that promote nature and outdoor appreciation, personal reflection, conservation and leadership within the camp environment	https://www.trentu.ca/athletics/programs/trent-excalibur-camp/camp-programs
Trent Explorers	1600 W Bank Dr, Peterborough 705-748-1670	This is a future leaders-in-training program with a focus on teambuilding and personal leadership development through a wide variety of outdoor activities and sport. With hands-on and challenging activities, the program aims to develop self-esteem, confidence and a strong sense of teamwork.	https://www.trentu.ca/athletics/programs/trent-excalibur-camp/camp-programs

SEAC PAaC Groups	Sections for Review/Presentation	What action recommendations do you suggest PVNC SEAC implement based on your learnings?	Do you have any questions, need any information, or need to make a motion to ensure the learnings are implemented?
Sandra Arlene	Section 3.4 – Special Education Plan	<p>Annual Special Education Plan (Review, Accessibility & Distribution)</p> <ul style="list-style-type: none"> <input type="checkbox"/> SEAC should develop an annual process for the review of the Special Education Plan. <input type="checkbox"/> Review each section of regulation 486/97, regulation 306, School Boards' Special Education Plans (2000) and the components of the plan checklist during meetings <input type="checkbox"/> Review as a group so we can make informed advice to the Trustees OR create sub-committee <input type="checkbox"/> Ensure to review process includes updates on stats, staffing, program locations and other info that may change annually <input type="checkbox"/> Ensure adequate time for SEAC to review changes/updates in conjunction with the special education budget before the end of school year <input type="checkbox"/> Continue having presentations on specific programs and identify what section of the plan needs to be changed and/or implemented <input type="checkbox"/> Make recommendations/motions to create records in SEAC minutes of SEACs participation in the review of the Special Education Plan and share comments, concerns, motions with Trustees through the SEAC minutes <input type="checkbox"/> Review the current parent guide on the IPRC process on a yearly basis as a group or in sub-committee's <input type="checkbox"/> Review new parents guides and brochures as they are developed <input type="checkbox"/> Develop or review the glossary of special education terms in parent guides 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the current annual process - to be done in September <input type="checkbox"/> Set aside time to review each section of Regulation 486/97, Regulation 306, the School Boards Education Plans (2000) and the components of the plan checklist - review in May or June <p>a) Decide on whether to do as a whole or in sub-committee - complete as a whole because of small group</p> <p>b) Decide on when this will take place in the meetings, standing agenda item</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for updates on stats, staffing, program locations etc. to review and may need changes and recommendations - ongoing - imbedded in the Superintendent's budget <input type="checkbox"/> Set aside adequate time to review all changes/updates regarding the special education budget by end of school year – decide when this will take place and what is needed - Set aside time in October or November to review as well as budget presentation each May <input type="checkbox"/> Review the current parent guide on IPRC/IEP and make recommendations to update where necessary. Review current accessibility and distribution of the guide - bring forward to next meeting just for information and review <input type="checkbox"/> Find out if there are developed videos for parents on the IPRC/IEP process <input type="checkbox"/> Review the current list of community organizations listed on the parent guide <input type="checkbox"/> Develop a parent survey with help of board staff to monitor parent experience and analyze results. Bring forward to suggest questions for next census <input type="checkbox"/> Develop or review any FAQ sections on the parent guide

		<ul style="list-style-type: none"> <input type="checkbox"/> Create any additional resources, like the IEP process and other programs and services. <input type="checkbox"/> Give direction on the promotion and distribution of the guide <input type="checkbox"/> Develop or update the current list of community organizations available to help parents with special needs <input type="checkbox"/> Develop a DVD or webcast with staff with information for parents on the IPRC or IEP process <input type="checkbox"/> Monitor parents' experience by designing a parent survey, oversee implementation and analyze results. Survey results can inform SEAC and lead to recommend changes in policies and practices. <input type="checkbox"/> Develop or review the FAQ for parents about IPRC's and IEP's 	
	<p>Table 3: SEAC Evaluation</p>	<p>Section 3.8 of PAAC on SEAC recommends that each SEAC should periodically conduct a self-evaluation</p> <ul style="list-style-type: none"> ● With assistance from school board staff, SEAC should design an evaluation process. This could be framed around the roles/responsibilities of SEAC based on Regulation 464 and the annual SEAC goals ● Consider using Table 3 questions in the evaluation process ● Develop a survey or key questions for SEAC members to answer ● Allocate time within the meeting to complete the survey ● Hold a special SEAC meeting to focus on evaluation of the survey answers 	<ul style="list-style-type: none"> <input type="checkbox"/> Create a survey to be used yearly by SEAC <input type="checkbox"/> Use questions in Table 3 to develop the survey with assistance from board staff <input type="checkbox"/> Should a sub-committee develop the survey? <input type="checkbox"/> Decide when to have the survey completed in the school year <input type="checkbox"/> Ensure a SEAC meeting during the year can focus on the survey answers. Use time to review and develop a plan with updates/changes/additions etc. Google form
	<p>Section 5.3 – SEAC Motions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Procedures may vary depending on Board by-laws <input type="checkbox"/> Some SEAC's make a few motions a year, others make regular motions to make sure important information is share with Trustees or to request specific information/resources to assist the work of SEAC 	<ul style="list-style-type: none"> <input type="checkbox"/> What are the board's current procedures regarding motions that SEAC should know? <input type="checkbox"/> Discuss the motion process and how Helen as a Trustee will bring motions forward

		<ul style="list-style-type: none"> <input type="checkbox"/> SEAC needs to know what happens to their motions and what the respond was from the Trustee and board administration <input type="checkbox"/> Trustee feedback specifically from motions related to the Special Education Plan and Special Education Budget are key to learning how the feedback was received <input type="checkbox"/> Trustees have a role in sharing information between the board and SEAC <input type="checkbox"/> Use the Business Arising section of the meeting to track past motions, identify who will report on the motion and how, either verbal or in writing <input type="checkbox"/> SEAC should create an action chart to track past motions and prepare for new motions <input type="checkbox"/> SEAC should be provided with written responses to motions from the Trustees and/or board admin staff. <input type="checkbox"/> Review Table 8 – Sample Script for Motions <input type="checkbox"/> Recommend that at the start of every year, a review of how to make a motion is discussed 	<ul style="list-style-type: none"> <input type="checkbox"/> Set up a motion tracking chart - under old business tracking motions in regards to letter writing/responses as well as motions being sent to the board <input type="checkbox"/> Start using Business Arising section to make motions <input type="checkbox"/> Ask for written responses to SEAC motions from Trustees/or board admin staff to add to SEAC minutes so feedback can be reviewed <input type="checkbox"/> Review Table 8 – Sample Script for Motions at the beginning of each year - provide each year in September
Shawna Clare	Section 3.1 – Annual Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Develop an annual calendar of SEAC activities. PAAC on SEAC shares an annual calendar on the website. www.paac-seac.ca. This calendar includes the information that SEAC should request to support the Annual Activities. <input type="checkbox"/> Set Meeting Agenda to correspond to SEAC annual calendar. 	<ul style="list-style-type: none"> <input type="checkbox"/> Questions/Information Needed/Motion: <input type="checkbox"/> Review board planning calendar <input type="checkbox"/> Review EQAO Results <input type="checkbox"/> Review Ministry Initiatives
	Section 3.2 - Annual SEAC Goals	<ul style="list-style-type: none"> <input type="checkbox"/> Set aside time in a meeting agenda (June) to identify priorities for the coming school year. <input type="checkbox"/> Focus on projects that can be achieved within the coming school year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review Ministry goals and Board plans to ensure consistency with SEAC goals. <input type="checkbox"/> Review recommended PAAC on SEAC goal setting process: <input type="checkbox"/> Measurable outcomes – What will be accomplished? For example, a specific special education program or service review will be completed, or three information sessions will be delivered;

			<input type="checkbox"/> Responsibilities – Who will be responsible for activities? For example, will all SEAC members be involved, or will a school board staff member or ad hoc committee lead the activity; <input type="checkbox"/> Timelines – When will activities occur? For example, a new parent guide will be drafted in the fall, for review over the winter and printing and distribution in the spring; <input type="checkbox"/> Interim measures – How will we know we are making progress on the goal? For example, participant evaluation forms from the first session will provide feedback to modify and improve the subsequent workshops; <input type="checkbox"/> Evaluation process – How will we know what we did was worthwhile? This may include evaluation of both the outcomes and the process. For example, all the participants provide positive evaluations, but only 10 parents attended. SEAC may conclude that it was a lot of work, created worthwhile resources, but was an ineffective method to reach the majority of parents.
	Section 3.6 – Special Education Budget & Financial Statements	<input type="checkbox"/> Provide orientation and training to SEAC members regarding Financial Statements, the Special Education Grant and its 6 components, revenues and expenditures. <input type="checkbox"/> Board of Education to include SEAC member(s) in the Budget Committee or working groups <input type="checkbox"/> Regular (?monthly) updates on Financial Statements and the budget process at SEAC meetings.	<input type="checkbox"/> Review Board Budget Development process to include participation on SEAC Calendar
Helen Laurie	Section 2.2 – Trustees	<input type="checkbox"/> Continue to update SEAC and the board of trustees <input type="checkbox"/> Trustee representative shares information from SEAC with Board of Trustees at board meetings via Trustee Update & relays information/updates back to SEAC <input type="checkbox"/> Recommended actions from SEAC can be shared by the Superintendent of Special Education Services at appropriate meetings as needed.	
	Section 2.6 – School Board Personnel	<input type="checkbox"/> Suggest we maintain the high degree of compliance we have.	

	Section 2.8 – Replacing SEAC members & Filling Vacancies	<input type="checkbox"/> Formalize the departure for three seats in written form in the terms of reference.	
Jeannie Laura	Section 3.3 - Special Education Programs & Services Development & Deliver	<input type="checkbox"/> That the special education team continues to keep the committee updated and current with respect to new legislation, PPM's, and Ministry reports such as the OHR Commission's Right to Read, Destreaming, etc.	N/A
	Section 3.5 – Board Improvement Plans for Student Achievement	<input type="checkbox"/> (BIEP) Board Improvement & Equity Plan will be new as of 2022. We will share the goals identified in this plan as it relates to equity and special education. Information gathered from parents will be available via the Demographic Student Census (administered yearly) and through consultations.	N/A
	Section 3.7 – Public Access and Consultation	<input type="checkbox"/> The Demographic Student Census information asks questions related to special education. The results of this survey will be used to inform the Special Education Plan along with public consultations from parents (regarding feedback). In addition, offering PD sessions for special education parents throughout the year would be helpful.	N/A