

Special Education Advisory Committee (SEAC)

Recommendations - 2022-23



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

Number of Students - 4453 · Active IEPs - 1148 · Elementary - 908 · Secondary - 240

Exceptional IEPs - 630 · Non-Exceptional IEPs - 518 · Sault Ste. Marie - 479 / 358 · East & North Schools - 151 / 160

Success and Well-Being of our Students

SEAC recommends that an adult bus monitor, who has received training on special needs, self-regulation, and bus safety be placed on school busses where there is a high incidence of bus reports whereby students with special needs are removed from the bus. It is our recommendation that these buses be deemed a priority for consideration to receive a paid adult bus monitor. The input of the parent/guardian, Special Education Department, school administration and the busing consortium would be beneficial regarding the strategic placement of bus monitors. In providing bus monitors to support students with special needs on the bus to self-regulate and maintain bus safety, it will allow them and others to ride the bus safely and remain on the bus with their peers. We understand there is a time and place for students to receive alternative transportation via cab, however, whenever possible, we are advocating for students with special needs to ride regular bus transportation with their peers in a safe and supported manner.

SEAC recommends that all schools welcome and incorporate the VEER model. The VEER (Vigorous Exercise for Emotional Regulation) is a in school exercise program that provides students with the opportunity to exercise in a strategic and controlled setting with opportunities to set goals and satisfy their need to move.

SEAC recommends that Sensory Rooms/Calming Rooms be used as a proactive measure to help students self-regulate. These rooms used in a proactive approach can help students who may require them as part of their sensory diet.

SEAC recommends that a student who is placed on modified day due to their inability to cope and sustain a full day of school, meet at regular intervals (i.e. case conference) with the parent/guardian, school team, Special Education Department, and community partners to develop a formal plan/goals. The purpose of this plan is to help the child's day increase in such a way to promote success and re-integration. The goal is for students to be in school a full day and not to remain on a modified day for an extended period without a plan.

SEAC recommends that alternative seating options be purchased and or available in each school for students with special needs. Some examples of alternative seating options could be modular seating, stand up desks, flexible seating (yoga balls), desk bouncy bands or pedal bikes under a student's desk. Opportunities to use alternative seating options can support a student's needs to stand up during lessons, satisfy a sensory or rocking need thus helping to sustain attention and maintain emotional regulation.

Nurturing of our Catholic Faith

SEAC recommends that children with special needs receive means to attend all religious events. No child should be excluded from any event. Should special needs classes or students not be able to attend in person, then the Religious Education Family Life Consultant (REFL Consultant) will bring Catholic Faith to these children.

SEAC recommends that students with special needs continue to have all barriers identified and removed that may prevent them from attending and/or travelling to in school or off-site liturgical celebrations.

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Engagement with Employees and Partners

SEAC recommends that the parent/guardian survey be administered annually for the purpose of understanding the climate and needs of parents/guardians and children with special needs. SEAC additionally recommends that the results be reviewed with SEAC annually for the purpose of the committee making additional recommendations to address any themes, needs, or concerns that are reported by parents/guardians in the area of special education.

SEAC recommends that protocols and procedures be put in place regarding pandemics. History has provided the HSCDSB with this knowledge and should a situation arise – procedures for a pandemic be put in place immediately allowing education for all children to be seamless. While in person learning was not available, students with complex special needs who could not benefit from virtual learning were allowed to enter schools for in person learning.

SEAC recommends that all transitions meetings continue to take place and binders with student IEPs continue to be available for teachers and EA's. Each year new or existing teachers be versed on their student's IEP at team meetings or work day PA days. SEAC additionally recommends that every effort be made to include parents/guardians in the development of their child's IEP, as well as provide opportunities to sit down with school staff and review this document to better understand their child's placement, accommodations, and/or modifications.

SEAC recommends that the HSCDSB continue to utilize community partners and community expertise for ongoing professional development and training purposes (i.e. at PD days).

Equitable Stewardship of our Resources

SEAC recommends that the Superintendent of Finance continue to issue an annual status report of the special education budget to SEAC.

SEAC recommends that the Superintendent of Special Education continue to review the Special Education Department's status/progress on the implementation of SEAC's recommendations from the previous school year bi-annually.

SEAC recommends that while virtual and in person learning continues, the Board with Community Partners support the mental, physical and overall well-being of students with special needs.

Journey Together in Faith and Learning