



Special Education Advisory Committee

Thursday June 6, 2024

6:00 p.m.

Education Centre Board Room/MS Teams

AGENDA

Land Acknowledgement

The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Metis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn, and play, and commit to working together in the spirit of Reconciliation.

AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
A-1 Opening 6:00-6:05				
(a) Welcome / Land Acknowledgement Statement			√	L. DeJong
(b) Roll Call (incl Visiting Trustees)/Reminder of Livestream on YouTube/Reminder of Closed Caption Feature on Teams			√	L. DeJong
(c) Agenda Additions/ Deletions/ Approvals*		√	√	L. DeJong
LEARN				
B-1 Timed Items 6:05 – 6:40				
(a) Project Search Presentation	√			J. Senior
(b) Grand Erie's Math Achievement Action Plan Update	√	√		L. Munro

Learn Lead Inspire



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Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings 6:40-7:00				
(a) Approval of Minutes from May 2, 2024*	√	√	√	L. DeJong
(b) Grand Erie's Special Education Plan 2023-24	√	√		L. Thompson
LEARN				
D-1 New Business 7:00 – 7:30				
(a) Grand Erie's SEAC Terms of Reference - review and updating of absence process*	√	√		L. DeJong/L. Thompson
(b) Journey of Inclusion in Grand Erie – SEAC check-in	√	√	√	L. Sheppard/L. Miedema/P. Bagchee
(c) Joint Advisory Partnership Committee	√	√	√	P. Bagchee
Item	Info.	Dia.	Res.	
LEAD				
E-1 Other Business				
Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items 7:30-7:40				
(a) Policies out for comment - Nil	√			L. DeJong

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AGENDA

(b) Trustee Update	√			T. Waldschmidt / L. Whiton
(c) Chair/Vice-Chair Updates	√			L. DeJong
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 7:40-7:50				
(a) Family Math Newsletters*	√			L. DeJong
(b) Letter in response*	√			L. DeJong
(c) Letter from Conseil Scolaire Catholique Nouvelon re Guidelines on Children's Rehabilitation Services and Preschool Speech and Language Services*	√			L. DeJong

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June 6, 2024



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Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
J-1 Future Agenda Items and SEAC Committee Planning				
(a) Ministry of Education Website – Review (include with orientation)				
(b) Supporting students with special education needs during emergency procedures				
(c) Educational Assistant Planning Overview				
(d) A Day in the Life of an Educational Assistant				
(e) Update on Grand Erie’s Mental Health and Well-Being supports				
K-1 Next Meeting				
Thursday September 5, 2024 Education Centre Boardroom/MS Teams	√			L. DeJong
L-1 Adjournment				
Meeting adjourned			√	L. DeJong

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

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Special Education Advisory Committee

Thursday May 2, 2024

6:00 p.m.

Education Centre Board Room / MS Teams

MINUTES

Present: Chair L. DeJong, Vice-Chair K. Jones, Trustees: T. Waldschmidt, L. Whiton, Community Representatives: B. Bruce, K. Kelly, L. Nydam, Organizations: L. Boswell, P. Found, C. Gilman, C. Stefanelli, R. Vriends

Administration: Superintendent L. Thompson, Principal Leader Specialized Services: J. Senior, Specialized Services Supervisor: P. Bagchee, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: E. Roberts

Guests: A. Mashinter

Absent with regrets: T. Buchanan, J. Valstar

A - 1 **Opening**

(a) **Welcome / Land Acknowledgment Statement**

Chair DeJong called the meeting to order at 6:05 p.m. and read the Land Acknowledgement Statement.

(b) **Roll Call/Reminder of Livestream on YouTube/Closed Captioning reminder**

Recording Secretary E. Roberts confirmed roll call.

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

Moved by: T. Waldschmidt

Seconded by: K. Jones

THAT the May 2, 2024 agenda be approved as presented.

Carried

B - 1 **Timed Items**

(a) **Lansdowne Self-Care Independence & Learning for Life (SCILL) Camp**

A. Mashinter of Lansdowne Children's Centre gave an overview of the SCILL Camp being offered through Lansdowne.

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

(a) **Approval of Minutes**

Moved by: L. Boswell

Seconded by: L. Nydam

THAT the Special Education Advisory Committee Minutes dated April 4, 2024 be approved as presented.

Carried

(b) **Video Spotlight – Inclusion by Design in Grand Erie**

Video was shared



Special Education Advisory Committee

Thursday May 2, 2024

6:00 p.m.

Education Centre Board Room / MS Teams

MINUTES

D - 1 **New Business**

(a) **SEAC Meeting Dates 2024-25**

Proposed dates for the 2024-25 SEAC meetings were shared. It was decided that the meeting will follow the same format as the 2023-24 meetings, with in person meetings in September, October, May, and June, and virtual meetings November through April.

(b) **Grand Erie's Special Education Plan 2023-24**

Superintendent Thompson presented the draft of the Special Education Plan 2023-24. SEAC members will have from May 6th to May 17th to review the document and provide feedback.

(c) **Specialized Services Classroom Programs 2024-25**

Superintendent Thompson provided an overview and answered questions about Grand Erie's Special Education model for the 2024-25 school year.

E - 1 **Other Business**

(a) **Grand Erie's Annual Learning and Operating Plan – Mid Term Update**

Superintendent Thompson gave the mid term update of Grand Erie's Learning and Operating Plan.

(b) **Resignation – SEAC member**

The resignation of SEAC member Wendy Rose was announced.

F - 1 **Standing Items**

(a) **Policies Out for Comment** - Nil

(b) **Trustee Update**

Trustee Waldschmidt shared an update, including information about Mental Health, Safety and Wellness Education Week. Trustee Whiton offered her congratulations to all upcoming graduates in Grand Erie.

(c) **Chair/Vice Chair Update**

Chair DeJong shared some information on upcoming community events.

(d) **Annual Update – GEPIC**

Trustee Waldschmidt gave a recap of the GEPIC event, Power of Connection, that was held at Waterford District High School on April 25th, 2024. Vice Chair K Jones attended to share information about SEAC.

G - 1 **Information Items**

(a) **Virtual Caregiver Night**

Reminder of the Virtual Caregiver Information night Tuesday May 7th that was previously shared with SEAC members.

H - 1 **Community Updates**

Chair DeJong shared information about the Community Professionals Networking Forum coming up June 4 at the Boys & Girls Club.



Special Education Advisory Committee

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Education Centre Board Room / MS Teams

MINUTES

I - 1 **Correspondence**

(a) **Family Math Newsletters**

(b) **Letter from Dufferin-Peel Catholic District School Board's SEAC to the Ministry of Education**

J - 1 **Future Agenda Items and SEAC Committee Planning**

(a) Grand Erie's SEAC – Terms of Reference review and updating

(b) Ministry of Education Website – Review

(c) Supporting students with special education needs during emergency procedures

(d) A Day in the Life of an Educational Assistant

(e) Overview of the Skill Building Classroom

(f) Update and demonstration of Secondary Hub model

K - 1 **Next Meeting**

Thursday June 6, 2024 in the Board Room at the Education Centre with a Virtual option

L - 1 **Adjournment**

Moved by: L. Whiton

Seconded by: K. Jones

THAT the meeting be adjourned at 7:50 p.m.

Carried



Special Education Advisory Committee (SEAC) Terms of Reference 2023-24

Special Education Advisory Committee Terms of Reference (Ontario regulation 464/97 made under the Education Act)

1.0 Purpose of the Committee

The Special Education Advisory Committee makes recommendations to the Board of Trustees regarding matters related to the establishment, development and delivery of special education programs and services. All meetings of SEAC shall be open to the public and shall be held at a location that is accessible to the public if conducted face-to-face, or available via a live electronic link if held virtually.

2.0 Committee of the Composition/Selection Committee

As per Ontario Regulation 464/97 of the Education Act, the Special Education Advisory Committee (SEAC) shall be comprised of:

- 2.1 A member of SEAC, unless a member representing the interests of Indigenous students, must be:
- qualified to vote for members of the Board of Trustees, and
 - a resident within the jurisdiction of the school board

A person is not eligible to be a member of SEAC if they are employed by the board.

- 2.2 One representative from no more than twelve local associations appointed by the Board of Trustees. Local Association is defined as an association or organization of parents that operates locally within the area of jurisdiction of the school board which further the interest and well-being of exceptional children or adults and one alternate for each representative of local associations/agencies, where possible.
- 2.3 Two trustees appointed by the Board of Trustees and two alternates.
- 2.4 Community members who are neither a representative of a local association or organization, nor members of the Board of Trustees.
- 2.5 One member representing the interests of Indigenous students and one alternate.
- 2.6 The total number of members of SEAC should not exceed 20.

3.0 Term of Appointment

- 3.1 The term of members of the committee shall be the same as the term of the Board of Trustees.
- 3.2 In September of an election year, the Superintendent of Education with responsibility for Specialized Services shall commence a recruitment process for a new roster of SEAC members. All current SEAC members will be involved in



Special Education Advisory Committee (SEAC) Terms of Reference 2023-24

this process and will submit a proposed roster to the Board of Trustees for approval by the November board meeting.

- 3.3 In January of each year SEAC will select both a Chair and Vice-Chair of the committee. Both the Chair and Vice-Chair positions should not be held by a trustee at the same time.
- 3.4 Vacancies:
- If any Local Organization / Agency Representative SEAC member vacates their position, the organization will be asked for a representative to replace the vacancy by the Superintendent responsible for Specialized Services.
 - If the SEAC member representing the interests of Indigenous students vacates their position, the Superintendent responsible for Specialized Services will liaise with the Indigenous Community to find a replacement.
 - If any Community Representative SEAC member vacates their position, the Superintendent responsible for Specialized Services will review previous applications, and if necessary, initiate a recruitment process.
 - New recruits will be recommended by the Superintendent of Specialized Services to the Board of Trustees as a member of SEAC.
- 3.5 Staff will provide information, support, and direction and will facilitate the work of the committee in matters related to the establishment, development and delivery of Special Education programs and services.

4.0 **Duties or Responsibilities (Roles) of the Special Education Advisory Committee**

4.1 **The Role of the Board of Trustees**

- Provide the opportunity to the committee to participate in the school board's annual review of its Special Education Plan.
- Provide the opportunity to the committee to participate in the school board's annual budget process as it relates to special education.
- Provide the opportunity to the committee to review the financial statements of the school board as they relate to special education.
- Appoint trustees and alternates.
- Provide the opportunity for SEAC to be heard before the Board of Trustees and any other committee of the Board to which a recommendation is referred.

4.2 **The Role of SEAC Members**

- Attend regular meetings.
- If a SEAC member is unable to attend a meeting, that member needs to notify their alternate, if there is one in place, and the Recording Secretary for SEAC. If their alternate is unavailable, the SEAC member should notify the secretary and the Chair of SEAC that there will not be a representative at the meeting.
- If a member of SEAC misses three consecutive meetings without notice, the member's position will be disqualified, and a new member will be appointed as laid out in section 3.4.



Special Education Advisory Committee (SEAC) Terms of Reference 2023-24

- A member of SEAC may resign their position at any time by providing a letter, in writing, to the Chair of SEAC with a copy to the Superintendent responsible for Specialized Services.
- To be well informed about the role of SEAC and expectations set out for SEAC by legislation.
- To acquire and maintain a working knowledge of the special education programs and services provided by the school board.
- In the case of members representing local organizations, to effectively represent the organizations by which they were nominated to SEAC, by ensuring that they are expressing the concerns of their organizations and not their own personal concerns. In addition, to provide their organizations with a report on relevant SEAC proceedings.
- To represent the interests of all students of the school board receiving special education programs and services from the perspective they bring as parent/caregiver and/or community partner.
- To be respectful, responsible, build positive relationships and to act with integrity in keeping with the values of the school board.
- In the interest of avoiding a conflict of interest, SEAC members should state their conflict and abstain from speaking and voting on any recommendation that might be perceived as a conflict to them or their organization.

4.3 **The Role of School Board Personnel**

- The Executive Assistant to the Superintendent responsible for Specialized Services, attends SEAC meetings to record the minutes of SEAC and to produce and distribute minutes and agendas.
- The Superintendent responsible for Specialized Services will attend SEAC meetings to provide information on special education programs and services.
- The Superintendent of Business or an alternate will attend SEAC meetings as deemed necessary to provide information and obtain feedback on the annual budget process as it pertains to special education.
- The Principal-Leader of Specialized Services will attend SEAC meetings on a regular basis and may act as alternate to the Superintendent of Specialized Services if the Superintendent is unable to attend a scheduled meeting.
- Other school board personnel will be made available to SEAC to address their area of expertise in the board.
- School board personnel do not vote at SEAC.

5.0 **Meetings**

- 5.1 Meetings shall occur a minimum of ten times per year excluding July and August. Meetings may occur by electronic means. All meetings are open to the public.
- 5.2 Minutes will be taken at all meetings and distributed to members. Once approved by members of SEAC, minutes will be shared with the Board of Trustees.
- 5.3 Recommendations from SEAC to the Board of Trustees can occur at any time providing a majority of SEAC members approve the recommendation.



Special Education Advisory Committee (SEAC) Terms of Reference 2023-24

- 5.4 A majority of the members of SEAC is a quorum, and a vote of the majority of the members is necessary for a recommendation to be approved to move forward to the Board of Trustees.
- 5.5 Every member present at a meeting, or their alternate when attending a meeting in their place, is entitled to one vote.
- 5.6 Guests: Alternate members of SEAC are considered guests if they are not attending in the place of the SEAC member. Members of the public are considered guests.
- (a) SEAC welcomes guests to attend all meetings. Guests may watch and listen to the meetings but may not ask questions or provide comments.
 - (b) Guests will be seated away from the table if attending in person. Guests may watch and listen to SEAC meetings in the gallery seating of the board room (face-to-face meetings) or via an electronic link (virtual meeting).
- 6.0 **Reporting**
- 6.1 The draft minutes will be reviewed by the Chair before distribution. Agendas will be developed by the Superintendent responsible for Specialized Services and the Chair and Vice-Chair of SEAC, with input from members as appropriate. Materials for meetings will be distributed ahead of each SEAC meeting to provide members with time to prepare for the meetings.
- 6.2 A recommendation made by SEAC to the Board of Trustees requires a mover and a seconder.
- 6.3 A recommendation can be made through the approved minutes of the SEAC meeting or more immediately by the Superintendent responsible for SEAC directly to the Board of Trustees and presented by the Superintendent responsible for SEAC.



Learn

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Family Math Newsletter

Primary Edition

Issue 7 • June 2024

Curriculum and Student Achievement

Game: Addition Toss Up

Materials: Deck of cards, Ace worth 11, Jack worth 12, Queen worth 13, King worth 14, scrap paper

How to Play: Each player draws three cards from the deck. On the count of three, each player tosses their cards into the air. Each player adds only their own cards that land face up. Points are earned for every card that lands face up. The first player to reach a designated number of points wins



Player 1: sum is 15



Player 2: sum is 12

Adaption: Remove face cards from the deck or draw more cards.

Source: [Acing Math One Deck at a Time](#)

Taking Learning Outdoors: Estimation

Estimation is using what we know to make an educated guess. For example, we can estimate how many steps it will take to get from one place to another place. How to measure using steps:

- Put your foot down
- Put your other foot in front, making sure your front foot is touching the back foot
- Count each step you take

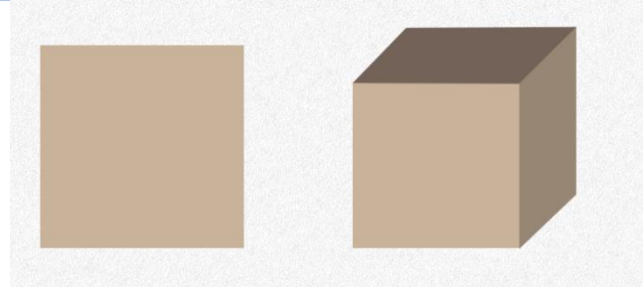
Head outside, estimate how many steps you are away from the closest tree? Share your estimate and then check. Select another outdoor location, estimate and then measure. Adapted from: [TVO Learn](#)

Problem Solving Experience:



Your favourite ice cream shop has 10 flavours of ice cream. How many different 2-scoop cones can you make with 10 flavours? Source: [Problems Worth Solving](#)

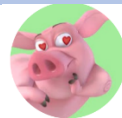
Math Talk: Same but Different



What is the same about the shapes?
What is different about the shapes?
Tell me what you know about each shape.

Source: [Same but Different](#)

Good Watch: Social Emotional Learning



Together, watch the short clip about [Ormie the Pig](#). Use the sentence starters to guide your conversation:

1. In the clip, Ormie tries many strategies to achieve his goal. What is a goal that you have this year? What are some steps can you take to achieve your goal?
2. Ormie demonstrates perseverance. What is perseverance? How have you shown perseverance this year in school?

Games on the Go: License Plate Addition



Travelling this summer? Make a game out of license plates! Who can be the first person to find numbers that make a sum of 10? (ex. $1 + 2 + 3 = 6$). Pick another target number and keep adding!
Source: [9 Summer Math Activities](#)



Learn

Lead

Inspire

Family Math Newsletter

Junior Edition

Issue 7 • June 2024

Curriculum and Student Achievement

Game: Tens and Ones Piggy Bank Challenge

Materials: a deck of cards with the tens and face cards removed, whiteboard, and marker (to record points)

How to Play:

Shuffle the cards. Divide them into 2 equal piles. Place one pile face down, in front of each player. Each player turns over the top 2 cards in their pile. The first card represents the number of tens, and the second card represents the number of ones. Each player says their sum aloud (e.g., a player who turns over a 5 and a 3 would say "I have 5 tens and 3 ones. I have 53"). Players determine who has the greater number. The player with the greater number determines the difference between the two numbers and gets that number of points. If the cards are equal, no points are given. The game ends when no cards remain to be turned over.

Source: What to Look For by Alex Lawson



Math Talk: Financial Literacy

What would you buy?

12 cans of 355 mL each per case

2L bottles

What is the best choice for you? Explain why. Are our choices always influenced by price? What else may influence our choice? If you really like Lemon-Lime pop, what is the best value for your money?

Source: [Financial Literacy - Starting Learning](#) from [Ontariomath.support](#)

Taking Learning Outdoors: Sit Spot

Find a Sit Spot – a quiet place outside. Sit quietly for 1 or 2 minutes with your eyes closed and your hands in your lap to quiet your body. Start to listen – what sounds do you hear. Take a couple of deep breaths – what do you smell? Place your hands on the earth – what do you feel? Open your eyes – what do you see? Use paper or a journal to record what you experienced, including any thoughts or feelings. Return to your Sit Spot to do this as often as you can. Source: [Indigenous Continued Learning Burnaby Schools](#)

Good Watch: Budgeting Money

Watch this video "Budgeting for Kids" with your child. Discuss what budgeting money means and how they can start doing it! [Budget Video](#)



Problem Solving Tasks and Experiences

It is your job to plan an end of year celebration for your class. You are given a budget of \$80 for food. Use a printed or online flyer of a store to shop for this event. Select what you would like to purchase and calculate the total cost of the food, without sales tax. How much money will you have left over? Next, determine the cost of the same items, including the applicable sales tax. What is your change now?

Puzzle or Riddle: 1-10 Card Investigation

Try This Now

The 1-10 Card Investigation

Arrange a set of ten cards, numbered 1 to 10, facedown so that the following occurs:

1. When you turn over the top card, it should be a 1. Place it faceup on the table.
2. Move the next card to the bottom of the deck, keeping it facedown.
3. When you turn over the third card, it should be a 2. Place it faceup on the table.
4. Move the next card to the bottom of the deck, keeping it facedown.
5. Continue this way, turning over a card, placing it faceup on the table, and moving the next card to the bottom of the deck.
6. When you're done, all of the cards on the table should be faceup in order from 1 to 10.

*How did you get started?
What have you noticed?
What have you tried so far?
Did you feel stuck?
What did you do?
Show me how this works!*

Extensions and Adaptations: Try starting with a set

of cards from 1 to 5, before adding more. Want a challenge? Try using all cards in a suit (Ace to King) or try moving two cards to the bottom of the deck each time, instead of one.

Source: [Marilyn Burns Math](#)



Family Math Newsletter

Intermediate Edition

Issue 7 • June 2024

Curriculum and Student Achievement Team

Math Talk: Would You Rather?

What option would you choose? How would you justify your choice? What



considerations did you make?

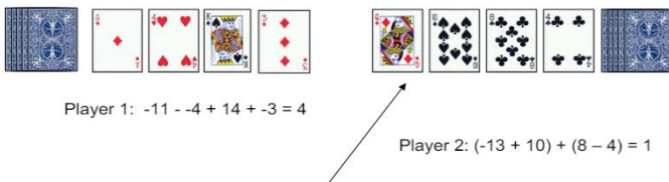
Source: [Would You Rather Math?](#)

Card Game: Absolute Strategy Number Battle

Players: Groups of two

Materials: Deck of cards, Ace worth 11, Jack worth 12, Queen worth 13, King worth 14, scratch paper

How to Play: Black cards are positive numbers; red cards are negative numbers. Players split a deck of cards and simultaneously flip over their top four (or five) cards. Players may do whatever math manipulation they wish with the numbers to create the smallest result. Players may move the cards and place them in any position of the equation they wish.



The answer with the lowest absolute value (closest to zero) wins all eight (or ten) cards.

Source: [Acing Math \(One Deck at a Time\)](#)

Connecting Math to the Great Outdoors: Birding

Discover the wonderful world of birding by going out and studying the different birds in your neighbourhood. Questions to think about:

- How might you compare the sizes of different types of birds?
- What are some different ways to categorize the birds you notice?
- How would you describe the path that the bird flew?
- What data points would be interesting to keep track of?

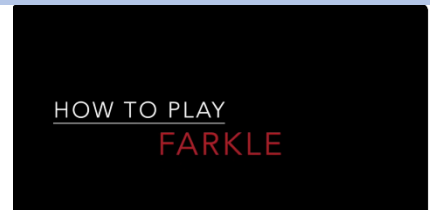
Good Watch:

How can you support your child over the summer months and avoid summer learning loss in mathematics? The following video provides some very simple ideas to engage your child in math learning with a specific focus on Probability.

Source: [Parent Resources: Teaching Probability with a Deck of Cards and Dice](#)

Dice Game: Farkle

For many of us, summertime is an opportunity to play games with plenty of laughter and smiles. Here is another easy-to-play dice game that is sure to have your children laughing and having fun, while still engaging in math learning.



SCORING GUIDELINES

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1 = 50</td> <td style="padding: 2px;">2 = 100</td> </tr> <tr> <td style="padding: 2px;">3 = 300</td> <td style="padding: 2px;">4 = 400</td> </tr> <tr> <td style="padding: 2px;">5 = 200</td> <td style="padding: 2px;">6 = 500</td> </tr> <tr> <td style="padding: 2px;">7 = 300</td> <td style="padding: 2px;">8 = 600</td> </tr> </table>	1 = 50	2 = 100	3 = 300	4 = 400	5 = 200	6 = 500	7 = 300	8 = 600	<p>You must score 500 points to get on the board. 10,000 to win.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Four of a kind = 1,000</td> <td style="padding: 2px;">Three Pairs = 1,500</td> </tr> <tr> <td style="padding: 2px;">Five of a kind = 2,000</td> <td style="padding: 2px;">Four of a kind + Pair = 1,500</td> </tr> <tr> <td style="padding: 2px;">Six of a kind = 3,000</td> <td style="padding: 2px;">Two Triplets = 2,500</td> </tr> <tr> <td style="padding: 2px;">1-6 Straight = 1,500</td> <td></td> </tr> </table>	Four of a kind = 1,000	Three Pairs = 1,500	Five of a kind = 2,000	Four of a kind + Pair = 1,500	Six of a kind = 3,000	Two Triplets = 2,500	1-6 Straight = 1,500	
1 = 50	2 = 100																
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A score sheet is provided here: [Farkle Scoring Sheet](#)

Sources: [Math Equals Love](#), [Game On Family](#)

Now that you are done doing your initial research and have collected your “birding data” consider how your data can be organized into graphs and/or tables.

- How many birds did you see in total? Which bird do you see the most?
- What is the probability of seeing a specific type of bird?
- Where could you go to get similar data?
- Where do you think you would get the most interesting data?
- What patterns do you notice from your data, and what conclusions can you draw?

Adapted from: [9 Summer Math Activities](#)

From: [Student Mental Health \(EDU\)](#)
To: [Valstar, Jennifer](#)
Subject: Students with Mental Health Challenges
Date: May 7, 2024 1:33:05 PM

This Message Is From an External Sender

This message came from outside your organization.

[Report Suspicious](#)

Dear Lorraine DeJong,

Thank you for your letter on behalf of the Grand Erie District School Board's Special Education Advisory Committee regarding community mental health resources for youth. I also acknowledge your endorsement of the concerns raised by the Thames Valley District School Board's letter about mental health supports.

The mental health and well-being of all Ontario students is a top priority for this government. We know that good mental health is fundamental to a student's ability to learn and reach their full potential. Ontario is investing \$135.15 million in 2024-25 to support student mental health and well-being, which represents an increase of \$117.76 million since 2017-18.

In July 2023, the Ministry of Education issued Policy/Program Memorandum 169 (PPM) on student mental health, which came into effect on January 1st, 2024. PPM 169 sets out 11 requirements related to student mental health in order to provide consistency in the delivery of mental health learning, supports, and services across all school boards in the province. The successful implementation of the PPM relies on continued collaboration with education and health sectors in supporting student mental health. Requirement two of the PPM, Joint Local Planning with Community-based Child and Youth Mental Health Providers, expects that school board leadership will actively engage in local planning with their community-based child and youth mental health providers. This work also includes collaboration in system planning with other interrelated sectors and service delivery partners such as hospitals, public health units, and local Indigenous partners, as it relates to student mental health and wellness.

The Ministry of Education continues to work closely with the Ministry of Health and their community-based child and youth mental health providers to align, plan, and integrate mental health services so that all children and youth can receive the right mental health care that they need, when they need it.

The Ministries of Education and Health established the Provincial Cross-Sector Coordination Table (The Table) in January 2024. Its mandate is to support cross-sector relationship building and service planning with the aim of creating a more seamless continuum of care to meet children and youth mental health needs. The

Table is comprised of members with expert knowledge of the child and youth mental health and education sectors, including the Knowledge Institute on Child and Youth Mental Health and Addictions, School Mental Health Ontario, and the Child and Youth Mental Health Lead Agency Consortium. The first meeting was held in January 2024, and it will continue to meet quarterly thereafter.

Through the Roadmap to Wellness: A Plan to Build Ontario's Mental Health and Addictions System, the Ministry of Health has flowed \$525 million in new base funding for mental health and addiction services and supports since 2019-20, including \$130 million dedicated to providing mental health services for children, youth and their families. These investments form part of the \$485 million the government allocates every year towards providing community-based child and youth mental health (CYMH) service across Ontario. Building on these investments, the government announced through the 2023 Budget a \$425 million investment over three years to support mental health and addictions services, including a five per cent increase in the base funding of community-based mental health and addictions services providers funded by the Ministry of Health. For the child and youth mental health sector, this resulted in an investment of close to \$23 million in new base funding as of 2023-24.

The Ministry of Health has approved funding to expand and streamline access to community-based intensive services (beginning with live in treatment) for children and youth with complex mental health needs. This program is called Ontario Intensive Treatment Pathway (OITP). In addition to the development of the OITP, the Ministry has invested in a number of complementary CYMH initiatives that will strengthen our ability to provide more connected and convenient care, including:

- Expanding One Stop Talk / Parlons maintenant to connect even more youth to an innovative virtual walk-in mental health counselling service.
- Expanding the Complex Transition Fund that provides short term, flexible support for children and youth as they transition into or out of community-based live-in treatment programs.
- The addition of ten complex care beds in London and Owen Sound to reduce wait times and connect more children and youth to care closer to home.
- The creation of two new step-up step-down programs, one in Sudbury and one in Waterloo, that help youth transition from hospitals to less-intensive services in their communities as they return home.

I am grateful to you and the Grand Erie District School Board for your commitment to supporting student mental health.

Sincerely,

Shirley Carder,

Director
Mental Health Branch
Ministry of Education

Objet : Lignes directrices relatives aux Services de réadaptation pour enfants et aux Services de rééducation de la parole et du langage pour les enfants d'âge préscolaire (août 2023)

Monsieur le Ministre,

Récemment, le ministère des Services à l'enfance et des Services sociaux et communautaires (MSESSC) a publié des lignes directrices concernant les *services d'orthophonie pour enfants d'âge préscolaire* ainsi que des lignes directrices pour les *services de réadaptation en milieu scolaire*. Ce document décrit une orientation à l'échelle provinciale pour la prestation des deux services. Sachant que ces lignes directrices ne proviennent pas directement du ministère de l'Éducation (MÉO), nous tenons à vous faire part de nos préoccupations et attirer votre attention à certains éléments essentiels à considérer afin d'assurer des services en orthophonie équitables, accessibles et de haute qualité pour tous nos élèves, de la maternelle à la 12^e année.

Le CSC Nouvelon croit fortement à l'importance d'avoir des orthophonistes scolaires comme membres essentiels des communautés scolaires, ce qui appuie l'énoncé de pratique de l'Association nationale *Orthophonie et Audiologie Canada* (OAC). Nos orthophonistes scolaires sont intégrées au sein des équipes-écoles et fournissent un soutien bien au-delà de ce qui est décrit dans les lignes directrices du MSESSC (p. ex. : la communication sociale, la littératie, la communication suppléante et alternative) et l'appui indispensable qu'elles offrent favorise la réussite académique de nos élèves ainsi que leur bien-être social et émotionnel. Les orthophonistes scolaires sont dans une position privilégiée pour comprendre les besoins des communautés scolaires ainsi que les exigences et attentes académiques du MÉO. Elles fournissent un soutien indispensable aux besoins de la communauté scolaire, tout en s'alignant avec les priorités systémiques du Conseil et les exigences du MÉO dans le cadre guide de *l'Apprentissage pour tous* (MÉO, 2013).

Le CSC Nouvelon appuie la mise en œuvre d'un modèle de prestation de services unifié (parole et langage) en orthophonie au sein des écoles et croit que ces services doivent être disponibles pour tous nos élèves, de la maternelle à la 12^e année. Tenant compte du rôle essentiel de l'orthophoniste scolaire dans la réussite académique et le bien-être de nos élèves, nous recommandons fortement que les services d'orthophonie soient offerts par des orthophonistes scolaires, sous la direction des conseils scolaires et du MÉO. Suite à l'étude du document déposé par le MSESSC, nous avons de sérieuses préoccupations face aux lignes directrices stipulées. D'abord, les lignes directrices du MSESSC traitent principalement de la transition des services en orthophonie des enfants d'âge préscolaire aux conseils scolaires. Il s'agit d'un changement important puisque les services en orthophonie préscolaires étaient auparavant offerts jusqu'à la fin de la maternelle, sous le mandat des services financés par le MSESSC. Étant donné le lien étroit entre la communication, le développement socioaffectif et la réussite académique, nous croyons à l'importance de prioriser l'identification et l'intervention précoce pendant cette période critique du développement pour mieux préparer l'enfant à son parcours scolaire. Cela dit, l'ajout des dossiers des élèves de la maternelle dès leur entrée à l'école au mandat des conseils scolaires devrait refléter un transfert de financement pour permettre d'appuyer ces élèves, sans avoir

à réduire les services aux élèves qui tombent déjà sous le mandat de l'orthophoniste scolaire. Les données du *National Institute on Deafness and Other Communication Disorders, Bishop et coll, 2016, 2017, Starling 2020*, appuient la nécessité d'assurer la disponibilité des services en orthophonie pour nos élèves jusqu'à la 12^e année puisque plusieurs d'entre eux nécessitent ces services tout au long de leur parcours scolaire.


D'autre part, les lignes directrices du MESSC ne fournissent pas de précisions par rapport aux Services de réadaptation en milieu scolaire (SRMS). À présent, ces services respectent les NPP 81 et 149 qui demeurent en effet. Nous constatons que lorsque nos élèves obtiennent finalement des services SRMS auprès de ces agences externes, la prestation de services suit un modèle médical qui est décontextualisé de la salle de classe, ce qui est très problématique. L'appui de l'orthophoniste scolaire doit combler les manques à ce niveau et adapter le service à la réalité scolaire afin de faire le pont entre l'agence externe et la salle de classe en appuyant l'équipe éducative qui travaille auprès de l'élève.

Nous recommandons fortement que les services en orthophonie soient considérés comme une priorité pour le MÉO au niveau du financement afin d'assurer l'accès et la continuité de services pour nos élèves, de la maternelle à la 12^e année. En tant que membres d'un ordre professionnel (OAOO), les orthophonistes scolaires assurent des services de haute qualité et nous en sommes reconnaissants.

Pour terminer, nous croyons nécessaire de vous signaler les répercussions anticipées suite aux lignes directrices déposées par le MESSC, sur notre service d'orthophonie, sans financement additionnel aux conseils scolaires.

- Nous envisageons une réduction de services en orthophonie auprès de tous nos élèves en besoin en raison de la clientèle préscolaire qui s'ajoute au mandat scolaire déjà débordant.
- Le nombre d'élèves avec besoins en orthophonie ne fera qu'augmenter (de la maternelle à la 12^e année) sans l'intervention adéquate pour répondre à leurs besoins.
- Hausse de sentiments de frustration et d'insatisfaction de la part des parents quant au manque de service en orthophonie (fonds publics).
- Augmentation du temps d'attente pour l'évaluation
- Augmentation du temps d'attente pour obtenir des services d'intervention
- Moins de temps dédié à la formation et l'accompagnement du personnel scolaire en lien avec des pratiques réussies pour soutenir le développement de la communication.

Bien à vous,



A. Crépeau, Président du CCED

cc. CCMEED

Présidents des CCED

Subject: *Guidelines on Children's Rehabilitation Services and Preschool Speech and Language Services (August 2023)*

Dear Minister,

The Ministry of Children, Community and Social Services (MCCSS) recently published guidelines on both *preschool speech and language services* and *school-based rehabilitation services*. This document sets out the province's direction for the delivery of both services. Knowing that these guidelines are not coming directly from the Ministry of Education (MOE), we would like to share our concerns and draw your attention to some crucial considerations, to ensure that speech and language services are fair, accessible and high quality for all our students, from kindergarten up to Grade 12.

CSC Nouvelon firmly believes in the importance of speech-language pathologists in schools as essential members of the school community, a belief that aligns with the official statement of practice of *Speech-Language & Audiology Canada* (SAC). Our school-based speech-language pathologists are part of the school team, providing support that goes well beyond the description in the MCCSS guidelines (e.g., social communication, literacy, augmentative and alternative communication). The vital support they provide fosters the academic success of our students, in addition to their social and emotional well-being. Speech-language pathologists in schools are in a privileged position to understand the needs of school communities and the academic requirements and expectations of the MOE. They provide vital support to meet the needs of the academic community, while aligning with the system priorities of Board and MOE requirements in the *Learning for All* guide (MOE, 2013).

CSC Nouvelon supports the implementation of a unified speech-language service delivery model (speech and language) in schools and believes that these services must be available to all students, from kindergarten to Grade 12. Given the essential role of speech-language pathologists in academic success and student well-being, we strongly recommend that speech and language services be offered by speech-language pathologists in schools, under the direction of school boards and the MOE. After reviewing the document submitted by MCCSS, we have serious concerns about the stated guidelines. First, the MCCSS guidelines deal primarily with the transition of preschool speech and language services to school boards. This is a significant change since preschool speech and language services were previously offered until the end of kindergarten, under the mandate of MCCSS funded services. Given the close connection between communication, social/emotional development and academic success, we believe that it is important to prioritize early identification and intervention during this critical period of development to better prepare children for academic success. That said, the addition of kindergarten students from the moment they start school to the school boards' mandate should be reflected in a transfer of funding to help support these students, without having

to reduce services to students already under the school-based speech-language mandate. Data from the *National Institute on Deafness and Other Communication Disorders, Bishop et al, 2016, 2017, Starling 2020*, support the need to make available speech-language services for our students up to Grade 12 since many of these students require these services throughout their schooling.

On the other hand, the MCCSS guidelines provide no clarification on School-based Rehabilitation Services (SBRS). These services currently respect PPM 81 and 149, which are still in effect. We note that when our students finally receive SBRS services from external agencies, service delivery follows a medical model, not a classroom-based model, which is highly problematic. A speech-language pathologist's support is required to fill these gaps and adapt service to schools, serving as a bridge between the classroom and the external agency by supporting the student's education team.

We strongly recommend that MOE consider speech-language services to be a funding priority to ensure access and service continuity for our students, from kindergarten to Grade 12. As members of a professional association (CASLPO), school-based speech-language pathologists provide high-quality services, for which we are grateful.

To conclude, we believe it is important to share with you the anticipated repercussions of the guidelines published by MCCSS on our speech and language services, without additional funding to school boards.

- We are considering a reduction in speech-language services for all our students in need due to the preschool students being added to our already overflowing school mandate.
- The number of students with speech-language needs will rise (from kindergarten to Grade 12) without appropriate intervention to address their needs.
- Increased frustration and dissatisfaction of parents with the lack of publicly funded speech-language services.
- Increased wait times for assessments.
- Increased wait times for intervention services.
- Less time for training and support from school staff in relation to successful practices to support communication development.

Sincerely,



A. Crépeau, SEAC President

cc. MACSE
SEAC Presidents