



Special Education Advisory Committee SEAC 20-07

MS Teams

Thursday, March 11, 2021 – 6:00 p.m.

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

Time	Item	Info.	Dia.	Res.	Responsibility
A-1 Opening					
6:00	(a) Welcome/ Land Acknowledgement Statement				W. Rose
	(b) Roll Call			√	P. Curran
	(c) Agenda Additions/ Deletions/ Approvals		√	√	W. Rose
B-1 Timed Items					
	(a) Book Club	√	√		S. Gibson
C-1 Business Arising from Minutes and/or Previous Meetings					
	(a) Ratification of Minutes February 18, 2021 *			√	W. Rose
	(b) Budget – SEAC Input Activity – Case Study	√	√	√	SEMT
	(c) C-CAT Administration 2020-21 *	√			J. White
D-1 New Business					
	(a) Survey Monkey	√	√		W. Rose / P. Boutis
	(b) Staff Highlights – SEAC Input	√			
E-1 Other Business					
	(a) Bylaw 8 – Committees of the Board, Draft SEAC Terms of Reference *	√	√		L. Thompson
	(b) Educational Assistant (EA) Allocation Process *	√	√		J. White
	(c) Right to Read Inquiry - Update	√	√		K. Mertins
	(d) SEAC Attendance Recording and Membership	√	√		W. Rose
F-1 Standing Items					
	(a) Policy/Procedures Out for Comment	√			
	<ul style="list-style-type: none"> • HR6 Principal/Vice Principal Selection Process • HR7 Replacement/Casual Principal/Vice Principal Selection Process • P2 Honouring Indigenous Knowledges, Histories and Perspectives 				



Special Education Advisory Committee SEAC 20-07

MS Teams

Thursday, March 11, 2021 – 6:00 p.m.

Time	Item	Info.	Dia.	Res.	Responsibility
	<ul style="list-style-type: none"> FT104 Reporting of Vandalism and Unusual Property Occurrence Incidents FT111 School Initiated Facility Upgrades HR101 Fragrance/Scent – Safe Workplace HR122 Cell Phones/Mobile Devices SO133 Signing Authorities for Short Term Agreements Please send your comments to kathryn.giannini@granderie.ca by <u>March 31, 2021</u>	√			P. Curran
	(b) Trustee Update – Current Board Activities				R. Collver T. Waldschmidt
G-1 Information Items					
	(a)				
H-1 Community Updates					
	(a)				
I-1 Correspondence					
	(a) LDAO SEAC Circular – March 2021 *	√			W. Rose
	(b) Ltr – Hastings and Prince Edward DSB re COVID Vaccine Priority *	√			W. Rose
J-1 Future Agenda Items and SEAC Committee Planning (Excusal of Board Staff)					
	(a)		√		W. Rose
K-1 Next Meeting					
	Thursday, April 22, 2021 Meeting Format Decision	√			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).



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair W. Rose, L. Boswell, P. Boutis, C. Brady, B. Bruce, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, J. Trovato, T. Waldschmidt, T. Wilson.

Regrets: T. Buchanan, M. Carpenter, L. Scott, R. Winter.

Resource Staff

Present: L. Boudreault, K. Mertins, S. Slaman, L. Thompson,

Regrets: P. Bagchee, J. White

Guests:

Present: J. Gemmill, ITS Staff, L. Munro, Superintendent of Education, C. A. Sloat – Alternate Trustee, C. Smith, Manager Business Services, R. Wyszynski, Superintendent of Business.

Recorder: P. Curran.

A-1 Opening W. Rose

(a) Welcome T. Waldschmidt

Chair Rose welcomed everyone, called the meeting to order and read the Land Acknowledgement Statement.

(b) Agenda Additions / Deletions / Approvals W. Rose

Moved by: K. Jones

Seconded by: P. Boutis

THAT the SEAC 20-06 Agenda for Thursday, February 18, 2021 be approved as circulated.

CARRIED

B-1 Timed Items W. Rose

(a) Budget Definitions and Input into the 2021-22 Budget Process R. Wyszynski/C. Smith

Mr. Wyszynski introduced himself as Superintendent of Business who explained he and the Manager of Business Services put together a summary of the Special Education Funding document for SEAC.

Ms. Smith provided an overview of the details contained in the Special Education Funding SEAC document which was circulated to members.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

Six types of funding specifically for special education are available. Enveloped funding is dedicated to area of designation, i.e., may not be used for any other expense. In this instance, the items shown are for supporting students with special needs. These envelopes include a provision to put into reserves any unspent funding for use in the next fiscal year.

Special Education Per Pupil Amount (SEPPA) - \$20.0M

Provides funding to every school board to assist with the costs of providing additional support to students with special education needs. SEPPA is based on total enrolment of all students, not just those with special education needs. Funding is allocated on grade levels increasing with older students and is comprised of both a per pupil amount and a board amount.

Differentiated Special Education Needs Amount Allocation (DSENA) - \$16.0M

Addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs. Historical data is used by the Ministry to calculate the funding for each board.

Includes four components Special Education Statistical Prediction Model, Measures of Variability, Base Amount for Collaboration and Integration and Multi-Disciplinary Supports Amount.

P. Boutis asked for clarification on the Base Amount for Collaboration and Integration and was informed it is a pocket of funding to support students with a variety of needs which required involvement from staff in other departments.

Special Equipment Amount (SEA) - \$1.0M

Supports the purchase of equipment that may be required by students with special education needs. Funding is provided through two components, a per pupil amount and a claims-based amount.

The per pupil amount provides computers, robotics and specialized furniture. The claims-based amount is for the purchase of non-computer-based equipment for which the board must bear the cost of an \$800 deductible.

This amount was underspent last year and the Board was permitted to carry forward 219K to support this year's equipment purchase.

Education and Community Partnership Program (ECP) Allocation (previously Care, Treatment, Custody and Correctional Amount (CTCC Amount)) - \$538.2K

Partnerships between school boards and government-approved facilities and may include a range of program types that support students who cannot attend regular school due to their primary need for treatment or while in custody.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

Provision of education in these facilities is subject to a formal agreement such as a Memorandum of Understanding (MOU), between a district school board and the facility. Recognized costs include teachers' salaries and benefits, educational assistants' salaries and benefits, and classroom supplies.

Behaviour Expertise Amount (BEA) Amount \$403.9K

Allocation comes from two components, ABA (Applied Behavior Analysis) Expertise Professional and ABA Training, professional development, resources and programs and release time:

Funding may only be used for ABA training purposes.

Special Incidence Portion Allocation (SIP) - \$30K

Supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school. Boards must submit a claim for this funding which has a maximum allowable per claim of \$28,235.

Grants for Student Needs (GSN)

Funding that supports a number of expenses, some of which are enveloped (dedicated). Salaries, transportation, facility management and Information Technology make up the bulk of expenditures and there is a small amount that is discretionary, i.e., local needs.

Expenditures for Fiscal 2020-21

Are estimated at \$39.9M and support staffing, software, textbooks, programs and equipment to support special needs students in the following ways: (38.45%), Educational Assistants (41.05%), Professional and Paraprofessionals (14.0%), Coordinators and Consultants (4.01%), Supply Staff (1.08%), Textbooks and Supplies (0.94%), Staff Development (9.26%), Computers (0.12%) and School office (0.09%).

Members asked what they could influence or suggest and were informed by the Superintendent of Business that the funding doesn't change much from year to year and that the overall budget is balanced in a regular year. If they want to increase something, a reduction in another non-enveloped area must be suggested. He asked that members identify where the pressures exist, and staff will review this information.

Superintendent Thompson suggested this discussion occur at the March meeting and that members wishing to learn more about the budget process visit the Board's event page to watch for scheduled budget meetings. <https://granderie.ca/board/event/all-events>

During the budget process, a budget survey is usually distributed for feedback from stakeholders. This is a good conduit for collecting feedback for the upcoming budget cycle.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

Superintendent Munro introduced herself and explained her portfolio includes support for the Virtual Learning Academy (VLA) which currently has 4,500 students. The virtual school has been operating for about nine months and she is now gathering stakeholder data to help determine its feasibility as an ongoing entity. At this point, there is no direction from the Ministry of Education, but senior administration wants to be prepared. She was provided with consent to record this portion of the meeting.

Question #1 What do you believe is working well in the VLA?

P. Boutis shared her daughter is in a regular class and asynchronous learning. It works well as her teacher became more comfortable with technology. Students became more adept at logging on and off. The board has organized it well and it is good for students with social anxiety and may help with differentiated instruction. She felt the use of itinerant teachers worked well.

W. Rose noted she doesn't have a child in the VLA but is grateful for the feedback and they can learn from this experience.

L. DeJong noted she is seeing more parents engaging and better understanding their child's educational needs. Parents are adapting. There is some real pride from parents who share pictures of their child's work with Lansdowne Children's Centre staff.

Question #2 What do you see as the biggest challenges?

P. Boutis suggested the lack of peers and socialization. She also asked how elementary students were assessed and how is attendance recorded? Is EQAO going to be conducted or will it be cancelled? Her family rearranged their home life and appreciated the opportunity to learn more about how her children learn and how to teach but is unsure of the expectations overall and learning is often determined by how independent the child is and whether the family is able to carve out enough home time to instruct or help students.

R. Collver also noted we need to be mindful of technology issues arising from increased internet activity if we move forward.

K. Jones concerned about parent overload. Many of her colleagues are finding it difficult to help their children while holding down a job at the same time and are also not getting time away from their kids.

W. Rose suggested a virtual school be built into each home school, so they would not have difficulty with technology and students could have a half day of virtual learning and still experience their socialization.

K. Jones noted a former school board experienced connectivity issues with in-school virtual learning.

L. DeJong said many parents are struggling. Schools put a lot of effort in providing work and connecting with the Educational Assistant. Younger children especially are missing the routines in school as well as the socialization. Also, families who have more than one child in VLA experience even more stress, even if an older child can help.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

L. Boswell noted the social and mental health concerns especially among older elementary and secondary students who prefer to be connected with friends. Contact Brant is noticing some depression as they are missing their school friends.

T. Waldschmidt noted virtual school means children don't get to leave home resulting in no clear beginning and end of their school day. If the child doesn't hit their benchmarks during the day, the parent may ask them to spend additional time learning, e.g., after dinner.

M. Gatopoulos has four young children in VLA, and found the inconsistent schedule required a lot of running back and forth. The play-based curriculum is hard to keep kids focused especially with three team meetings daily. He asked to have it reduced to twice daily and is still struggling.

L. DeJong shared parents are concerned about trying to fit into the schedule and the child is often stressed as they can't get on. Parents have asked for variability on how they use the class and want permission to take work away. Worried about the effect on children who are seeing this level of stress in their parents and wondering where is the benefit from this process?

Question #3 Is there a desire to continue to offer a Virtual Academy in 2021-2022?

Superintendent Munro asked attendees to place their response in the chat feature.

Question #4 Anything else you want us to know?

There were no further questions or comments.

Superintendent Munro thanked the group for their valuable input which will be very helpful in future planning.

C-1 Business Arising from Minutes and/or Previous Meetings W. Rose

(a) Ratification of Minutes January 21, 2021

Moved by: M. Gatopoulos

Seconded by: L. DeJong

THAT the minutes for SEAC 20-05 be approved as circulated.

CARRIED

D-1 New Business W. Rose

(a) Standard 2 – The Board's General Model for Special Education, Appendices B & C

L. Thompson

Under Grand Erie's vision – it should be noted that not all school boards support congregated classes.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

This standard includes eight guiding principles and is intended to clarify the general model for the public.

Discussion:

An in-depth review of the eight guiding principles and extensive feedback from SEAC members was obtained. This feedback will be included in not only Standard 2 of Grand Erie's Special Education Plan, but also included in the review of Policy P1 – Special Education Guiding Principles, which is coming up for review in April 2021.

E-1 Other Business W. Rose

- (a) Regional Special Education Council – January 29, 2021 Updates K. Mertins

Regional Special Education Counsel involving school boards in Ontario's Southwest region meets three times a year.

Legal presentation speculated about the kinds of human rights claims likely to come out of the COVID context where the focus is anticipated to be around adverse impact (when someone is unable to participate in a service because of their protected ground) rather than overt discrimination.

Ontario Human Rights Commission (OHRC) Right to Read Commission meetings resume in April 2021 where discussion about recommendations will continue; report may be out in May 2021.

Accessibility K-12 Standards Development Committee have completed their work; publication date is not yet announced but the process will involve a 45-day consultation period where anyone can respond (Ministry of Seniors and Accessibility).

Meeting minutes: <https://www.ontario.ca/page/standards-development-committee-meeting-minutes>

Bill 172 has passed 2nd reading: requires school boards to develop policies and guidelines with respect to Fetal Alcohol Syndrome Disorder (FASD) and that Teacher's Colleges and Early Childhood Education programs be required to provide FASD training.

https://www.ola.org/sites/default/files/node-files/bill/document/pdf/2020/2020-02/b172_e.pdf

- (b) L. Boswell informed members that Contact Brant recently received funding and hired an FASD coordinator.

F-1 Standing Items W. Rose

- (a) Policy/Procedures Out for Comment P. Curran

Members were advised the three documents currently out for comment guide staff in their day to day operations. They were invited to review and send comments to kathryn.giannini@granderie.ca by February 25, 2021.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

[P102 Procedures for Experiential Learning Programs](#)

[SO24 Copyright - Fair Dealing Guidelines](#)

(b)

Trustee Update – Current Board Activities

T. Waldschmidt / R. Collver

Budget process is well under way.

Board Room will be re-opened for physical meetings, but trustees have decided to remain with virtual meetings.

Media attention has been focused on the asymptomatic target testing required in at least 5% of our schools, which translates to three schools per week in Grand Erie. Working with local health units to help prioritize the schools for testing which are in high transmission or elevated case areas. Testing is a combination of self diagnosis and RT-PCR tests. A less invasive method is also being pursued, especially for younger students. Testing will be voluntary and will require parental / guardian consent.

As a result of a recent retirement, we are welcoming April Smith from Avon Maitland DSB who comes to Grand Erie with a wealth of experience.

The board developed a new position of Principal Leader for Indigenous students. They will also be responsible for equity.

Board received funding to provide technology to students and staff.

Board Room is being updated to improve the audio and video to continue engagement.

Weekly conversation with the Minister of Education to receive guidance which informs communications and last minutes decisions.

Still working on the revised multiyear plan and will be engaging with many stakeholders to develop the next brochure.

L. Boswell asked if the switch in dates of March Break required change to e.g., cleaning schedules in schools.

R. Collver noted the switch required many things to happen behind the scene, calendars were revised, and assessments were rescheduled. Generally spring break is a time when schools receive extra attention but currently the cleaning is at such a high level that it is not required this year.

R. Collver and T. Waldschmidt would like any feedback on this agenda item and invited members to provide a list of any areas where they would like the trustees to focus.

L. DeJong noted it is really helpful to get the high notes of what the board is doing and would like to keep this communication open.

L. Boswell remarked it is nice to know how the board is addressing situations and is helpful when they are working with families of the board.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

G-1 Information Items W. Rose

(a) None.

H-1 Community Updates W. Rose

(a) None.

I-1 Correspondence W. Rose

(a) None.

J-1 Future Agenda Items and SEAC Committee Planning W. Rose

(a) SEAC Goal Setting - W. Rose

Would like to have a discussion to set goals when board staff are not present. She and P. Boutis discussed a survey with directed questions to members with the purpose of collecting input. PAAC on SEAC provides guidance on what they can accomplish.

K. Jones has spent a long time working on Monkey Survey but may be easier to send questions in email or use Google doc which will collect information in spreadsheet.

P Boutis would like to have this conversation and will compose some questions for input to get the topic underway.

(b) Discussion of Budget Suggestions – L. Thompson

(c) Universal Design Discussion - P. Boutis

K-1 Next Meeting W. Rose

(a) Thursday, March 11, 2021 | MS Teams | 6:00 p.m.

L-1 Adjournment W. Rose

Moved by: L. Boswell

Seconded By: T. Waldschmidt

“THAT the SEAC 20-06 meeting of February 18, 2021 meeting be adjourned at 8:09 p.m.”

CARRIED

Canadian Cognitive Abilities Test (CCAT-7) Administration Spring 2021



March 3, 2021



SUCCESS for Every Student

What is the CCAT?

- The Canadian Cognitive Abilities Test (CCAT) is a test of learning potential.
- The CCAT assesses factors that are associated with learning in school.
- The CCAT does not test the curriculum taught in the classroom. Rather, it measures reasoning skills and problem solving abilities which are common to a number of subject areas and can be a predictor to how well a student does in school.
- The CCAT is divided into 3 separate sections.
- Each section measure a student's ability to reason using a particular type of information including Verbal (words), Quantitative (numerical) and Nonverbal (spatial).
- The verbal section assesses a student's understanding of the structure of language and relationships between words. It measures the ability to use language for reasoning tasks.
- The quantitative section measures a student's abilities for reasoning and problem solving using numbers and mathematical concepts.
- Questions in the nonverbal section contain diagrams and pictures. This section assesses a student's ability to reason and problem solve independent of language.
- Students receive a score each of the 3 sections, as well as an overall score (composite) that combines the verbal, quantitative and nonverbal abilities. This score indicates the scope and strength of a student's overall cognitive ability for learning.



SUCCESS for Every Student

Why do we Administer CCAT in Grand Erie?

- CCAT is administered in Grand Erie as a Universal Screening Process for all Grade 3 Students.
- The CCAT results provide information to classroom teachers in terms of strengths and needs (classroom profile) so that teachers can better program for all students in their class.
- A universal screener better ensures equitable opportunities for each child to be considered for differentiated programming.
- This screening tool can provide information for students who may have individual needs requiring enhancements or accommodations in their program.
- Student scores on the CCAT-7 when combined with classroom achievement data that might suggest an individual student may have a learning need will be further discussed and considered for support through our in-school and resource team processes.
- Our goal to support students is always within a model of tiered intervention, with a goal to support the student in the regular classroom setting using differentiated instructional methods.



SUCCESS for Every Student

Can students be exempted?

Yes, exempting a student, or students, from CCAT-7 testing is a school-based decision in collaboration with parents. This may involve students who already have an existing identification through a psych assessment or where the information from CCAT-7 is not expected to help to inform program. As well, schools may decide to exempt a student who may not be well-suited to manage the environment of a group, standardized test.

Otherwise, Schools are encouraged to include all Grade 3 students.



SUCCESS for Every Student

Spring 2021 Administration

When?

- Last week in March, 2021 to early May, 2021
- Each school will be assigned a week for their administration.
- The test takes 3 days (3 subtests per day)

Who?

- Face to face- in person learners only.
- Students learning virtually or those who missed the assessment for any reason during the administration window, will be provided with this opportunity in the Fall of 2021. (VLA letter is being prepared)

Where?

- -in regular classrooms, as in previous years

Delivered by whom?

- -LRTs, with support of classroom teacher

Time needed

- -one block per day, over three days X groupings of no more than 30 students
(Covid cohorts as organized at the school already)



SUCCESS for Every Student

Spring 2021 Administration continued.....

Materials?

- distribution and collection of materials to be arranged by Gifted TC
- we have enough materials to allow for resting periods for bins between schools
- Boxes will arrive with Ziploc bags for storage of individual student testing booklets and answer sheets over the 3 days
- There is enough materials to allow schools to keep a set of materials as needed due to any student absences during their scheduled time

Next Steps?

- Letters to families
- Assessments will be sent to Nelson to be scored, and results prepared for sharing with schools and parents in June.
- Sept. 2021- instructions and communication for administration for students currently in the VLA and/or who missed the Spring 2021 administration



SUCCESS for Every Student

APPENDIX A

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

1.0 Statement of Purpose and Responsibility

The Special Education Advisory Committee makes recommendations to the Board 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 Composition

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 ~~Native~~ member representing the interests of Indigenous students~~representative~~, must be:

- a Canadian citizen,
- 18 years of age,
- a resident within the jurisdiction of the Board, and
- a public-school board elector.

A person is not eligible to be a member of SEAC if they are ~~he/she is~~ employed by the Board.

2.2 One representative from no more than twelve local associations appointed by the Board. Local Association is defined as an association or organization of parents that operates locally within the area of jurisdiction of the 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 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~~Native representative~~ and one alternate.

2.6 The total number of members of SEAC should not exceed 20.

3.0 Committee Operating Procedures and Scope

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 Special Education shall commence a recruitment process for a new roster of SEAC members. All current SEAC members will be involved in this process and will submit a proposed roster to the board of Trustees for approval by the November Board meeting.
- 3.3 There shall be a minimum of ten meetings per year excluding July and August. Meetings may occur by electronic means. All meetings are open to the public.
- 3.4 Minutes will be taken at all meetings and distributed to members. Once approved by members of SEAC, minutes will be distributed to the Board of Trustees.
- 3.5 Recommendations from SEAC to the Board can occur at any time providing a majority of SEAC members approve the recommendation.
- 3.6 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.
- 3.7 Every member present at a meeting, or their ~~his/her~~ alternate when attending a meeting in their ~~his/her~~ place, is entitled to one vote.
- 3.8 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.
- 3.9 Vacancies:
- a) 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 Special Education.
 - b) If the SEAC member representing the interests of Indigenous students ~~Native Representative SEAC member~~ vacates their position, the Superintendent responsible for Special Education will liaise with the Six Nations-Indigenous ~~Native~~ Community to find a replacement.
 - c) If any Community Representative SEAC member vacates their position, the Superintendent responsible for Special Education will review previous applications, and if necessary, initiate a recruitment process.
 - d) New recruits will be recommended by the Superintendent of Special Education to the Board as a member of SEAC.

3.10 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 a live electronic link (virtual meeting).

~~3.10~~ 3.11 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 Role of the Board of Trustees

- 1.0 Provide the opportunity to the committee to participate in the Board's annual review of its Special Education Plan.
- 1.1 Provide the opportunity to the committee to participate in the Board's annual budget process as it relates to special education.
- 1.2 Provide the opportunity to the committee to review the financial statements of the board as they relate to special education.
- 1.3 Ensure the Superintendent with responsibility for Special Education will provide orientation sessions and arrange for knowledgeable persons to provide information during regular meetings.
- 1.4 Receive and review the minutes of the committee.
- 1.5 Appoint trustees and alternates. Approve membership to SEAC
- 1.6 May solicit and will take ~~in to~~into consideration the recommendations from SEAC with regard to matters that relate to special education programs and services
- 1.7 In the case of recommendations/motions from SEAC, the Superintendent responsible for Special Education will provide a response to the outcome of the Board recommendation/motion in a timely fashion.

5.0 Role of SEAC Members

5.1 Attend regular meetings.

~~5.1~~5.2 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, ~~where one exists for that position to attend instead.~~ If ~~their~~an 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.

~~5.2~~5.3 If a member of SEAC misses three consecutive meetings without notice, the member's position will be ~~disqualified~~ disqualified, and a new member will be appointed as laid out in section 3.9.

~~5.3~~5.4 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 Special Education.

~~5.4~~5.5 To be well informed about the role of SEAC and expectations set out for SEAC by legislation.

~~5.5~~5.6 To acquire and maintain a working knowledge of the special education programs and services provided by the board.

~~5.6~~5.7 In the case of members representing local organizations, to represent effectively 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.

~~5.7~~5.8 To represent the interests of all students of the board receiving special education programs and services from the perspective they bring as parent and/or community partner.

~~5.8~~5.9 To be respectful, responsible, build positive relationships and to act with integrity in keeping with the values of the Board and to ensure smooth operation of SEAC.

~~5.9~~5.10 In the interest of avoiding a perception of 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.

6.0 Role of School Board Personnel

6.1 The Administrative Assistant to the Superintendent responsible for Special Education, attends SEAC meetings to record the minutes of SEAC and to produce and distribute minutes and agendas. Draft minutes will be reviewed by the Chair before distribution. Agendas will be developed by the Superintendent responsible for Special Education 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 The Superintendent responsible for Special Education will attend SEAC meetings to provide information on special education programs and services. The Superintendent of Business Services 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.

6.3 The Principal-Leader of Special Education will attend SEAC meetings on a regular ~~basis, and~~basis and may act as alternate to the Superintendent if the Superintendent is unable to attend a scheduled meeting.

6.4 Other board personnel will be made available to SEAC to address their area of expertise in the Board.

6.5 Board personnel do not vote at SEAC.

7.0 Making Recommendations to the Board of Trustees

- 7.1 A recommendation made by SEAC to the Board requires a mover and a seconder. 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.

Educational Assistants: A System Process for Allocation to Schools.

March 3, 2021



SUCCESS for Every Student

TIERED APPROACH

K - 12

FEW: Most intensive support required. These students are in self-contained classes as well as in regular grade. Modifications and/or alternative programming are required, along with a high level of personalized support. Educational Assistants support those students with extensive and pervasive Special Education needs. (Resource Team involvement)

SOME: Accommodations are more intensive and individualized. There is special emphasis on differentiated approaches related to individual student needs. IEPs are developed. School learning resource teacher is working closely with classroom teacher/educator team to individualize supports and implement strategies as needed. (In School Team is monitoring and supporting)

ALL: Implementation of evidence-based practices in *Learning for All* (2013): focus on knowing the student, differentiated instruction, Universal Design for Learning. The teacher observes, monitors student progress and notes when students may be experiencing difficulty.



SUCCESS for Every Student

Planned Reduction of Individual Support within a Shared Support Model

A Goal of Increased Independence for All Students

Considerations for EA Allocation within the school:

- EAs are assigned to schools, not individual students or programs.
- EA's are allocated for extensive and pervasive student need in the area of physical, medical, communication, behaviour/safety, or cognitive/alternative programming
- EA's should not be viewed as a student's personal assistant, but rather as a Special Education support to a teacher or classroom. How are they supporting the development of skills and not just supervision? How is the EA working themselves out of a job with that particular student?
- In order for students to develop independence and lead full and productive lives, they need the opportunity to gradually move from dependence to relative independence.
- This fundamental need for increased independence requires an intentional plan for fading EA support- transition goal in IEP- Does the EA, Teacher and parent know this plan?
- Consider what the goals are for the student post secondary
- It is recognized that a small number of students will always require ongoing direct EA support due to pervasive health, safety and/or augmentative communication needs.



SUCCESS for Every Student

Excessive EA Support

- **Separation from classmates-** student and EA are seated together at the side or back of the class
- **Unnecessary Dependence-** student hesitates unless prompted or cued by the EA
- **Interference with Peer Interactions-** EA creates a physical or symbolic barrier between student and peers
- **Limited Relationships** - EA and student do everything together to the exclusion of other adults and peers
- **Feeling Stigmatized-** student experiences embarrassment and discomfort about support-provocation of behaviour
- **Limited Access to Teacher Instruction—** student looks to the EA for instruction and stops paying attention to the teacher (is this the most competent instruction?)
- **Interference with Teacher Engagement-** Teacher becomes dependent on the EA. Some teachers are less involved because they give responsibility to the EA. The EA begins to operate with increasing autonomy making instructional decisions without direction
- **Loss of Personal Control-** students are not permitted to exercise personal choices because the EA makes all the decisions



SUCCESS for Every Student

Types of EA Support 2020-21

LEAD EA- (3) Provides support to EA's working in schools (Modelling and Coaching), provides PD, BMS training, Delivery and fitting of Personal Protective Equipment

LEAD EA SEA- (1) supports students when they receive assistive technology (paid out of SEA –not budget)

LEAD EA Complex Behaviour Intervention Team- (4) same as above including extensive implementation of plans alongside Board Certified Behaviour Analyst

School Allocated EA's- Permanent Budget (302) These are EA's assigned to schools based on Annual Needs Assessment. (The number allocated to each school can change as needs shift across the board).

School Allocated EA's- Temporary Budget (18) Same as above, done after this year.

Temporary E.A.- This is an EA that is allocated to school from Special Education for very short term support for a variety of reasons- implementation of a behaviour plan, transition support, where needs are most likely not complex. This is provided for a brief (usually less than 2 weeks), defined amount of time. A written (occasionally verbal) application through Teacher Consultant is required. (out of the 302 budgeted).



SUCCESS for Every Student

What are Extensive and Pervasive Needs?

Special Education needs:

- include significant physical, medical, communication, behaviour/safety, or cognitive challenges

That.....

- All classroom based supports through a tiered model of intervention have been exhausted,
- whose needs make it difficult for any one person to provide an education/support student safety, personal care, and to access learning due to the student having limited to no independence skills
- Learning in a congregated setting and/or on completely alternative programming



SUCCESS for Every Student

Base Allocation Guideline

Self Contained Allocations when class is at Capacity:

Intensive Support Autism- 2

Intensive Support Multi Handicap- 2

Life Skills- 1

Strategies-2

Transitions/Bridge/Vocational- 1

SIP (Special Incidents Portion) - 2 EA's :1 Student



SUCCESS for Every Student

Allocation Timelines

- **By the end of March-** Schools meet and work collaboratively with Teacher Consultants for Special Education to review current allocation and use of EA's and complete school needs assessments for 2021-22. Part of this process is ensuring use of EA's align with system guidelines for allocation, with a focus on goals for independence.
- **April-** Teacher Consultants work in collaboration with Principal Leader for Special Education and Program Coordinators for Special Education to balance system needs, school needs and the allocation of EA's to inform Board Report for Allocation of EA's (total number for the board).
- **April SEAC Meeting- Share update and draft board report for Allocation of EA's.**
- **End of April-** Meeting with CUPE to discuss use of additional temporary contract funding.
- **May 10th-** Final Report presented at Board.
- **May-** Throughout May, TC's may be massaging individual school allocations while remaining within the proposed budgeted number of EA's.
- **Approx. End May-** Once board approval and budget approval has occurred, Allocation is shared with school principals and EA Staffing process begins.



SUCCESS for Every Student



SUCCESS for Every Student



LDAO SEAC CIRCULAR

March 2021

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, usually in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

Topics covered by this SEAC Circular:

1. Special Education Plan
2. 2020 PAAC on SEAC Survey Results
3. EQAO testing
4. Remote learning
5. MACSE meeting

List of Supplementary Materials:

1. PAAC on SEAC 2020 Survey Executive Summary & Action Items
2. Report on Results of PAAC on SEAC 2020 Survey
3. EQAO presentation to PAAC on SEAC
4. MACSE Collaboration Feb. 2021 – LDAO
5. MACSE Collaboration Feb. 2021 – PAAC on SEAC

Note: You can access the SEAC Circular and supplementary materials at www.ldao.ca/about/public-policy-advocacy/seac-circulars/.

You can access Ministry funding (B & SB) memos by date at:

<http://www.edu.gov.on.ca/eng/policyfunding/memos/>

1. Special Education Plan

SEACs should be reviewing their board's Special Education Plan, including any proposed changes. As part of the process, SEACs should ask for any feedback received by the board from the Ministry of Education on the Special Education Report submitted last spring. Effective practices for reviewing the Special Education Plan can be found in the PAAC on SEAC Effective Practices Handbook: www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/section-3-seac-roles-and-responsibilities/3-4-special-education-plan/

2. 2020 PAAC on SEAC Survey Results

The full PAAC on SEAC Survey Report, with an Executive Summary and Action Items, and a letter to SEAC chairs, was emailed to Special Education leads in all English language school boards on January 11, 2021. We have heard that some SEACs put the survey on their agendas for discussion at upcoming meetings, an encouraging effective practice. LDAO SEAC members are asked to let me know if the survey results were presented and discussed at their SEAC.

3. EQAO testing

Due to Covid-19 disruptions, the Grade 3 and 6 EQAO tests have been postponed for this year.

In 2020–2021, EQAO will be field testing a multi-stage adaptive online **Grade 9 Assessment of Mathematics**. There was a presentation at the January 25, 2021 PAAC on SEAC meeting by EQAO on the adaptive design and accessibility features of the new Grade 9 math test. Testing will adapt to students' proficiency levels, and enable flexible scheduling. EQAO received advice from a number of sources, including Provincial and Demonstration schools, around inclusive design and accommodations. Reporting for 2020-21 will focus on individual results to support students, parents/guardians and teachers.

Students will have the opportunity to become familiar with the digital assessment and its platform through EQAO's online sample test (see below).

Sample Test: <https://dwod99k06nyqh.cloudfront.net/#/en/g9-sample>

Sample Test – with full audio descriptions: <https://dwod99k06nyqh.cloudfront.net/#/en/g9-linear-sample>

User Guides for the Administration of the Grade 9 Assessment of Mathematics:

<https://eqao-kb-g9.lswp.vretta.com/>

The literacy graduation requirement will be waived for all students graduating during the 2020-21 school year. A field test of the online **Ontario Secondary School Literacy Test (OSSLT)** in Spring 2021 will be available for non-graduating students to write the test and have successful attempts counted on their transcript.

Below are links to information on the OSSLT being field tested:

Overview of the OSSLT, including Practice Test: <https://www.eqao.com/the-assessments/osslt/>

User Guides for the Administration of the OSSLT: <https://eqao-kb-osslt.lswp.vretta.com/>

Questions and Answers: <https://www.eqao.com/the-assessments/osslt/questions-and-answers-regarding-the-online-osslt-field-test/>

4. Remote learning

At the time of this writing, most students in Ontario are back in classroom learning, at least part of the time. However preparations need to be made, with lessons learned, for future times when remote learning is required. The Ministry of Education is working with a team from the University of Ottawa to develop a guide for remote learning for students with special education needs. School boards are being consulted and PAAC on SEAC hopes to have input into the development of this needed resource.

5. MACSE meeting

The Minister's Advisory Council on Special Education met in February. Attached are Community Collaboration forms submitted by LDAO and by PAAC on SEAC.

Questions? Email Diane Wagner at dianew@LDAO.ca

February 19, 2021

Dr. Piotr Oglaza, Medical Officer of Health
Hastings Prince Edward Public Health
179 North Park Street
Belleville ON K8P 4P1

Dear Dr. Oglaza:

Re: Prioritization of vaccinations during Phase II in support of students with Special Education Needs and their staff

As staff and students in Hastings and Prince Edward District School Board (HPEDSB) and the rest of the province pivot between face-to-face and remote learning, members of the Special Education Advisory Committee (SEAC) would like to request the Ministry of Health and our local health unit to strengthen its commitment to ensuring the health and safety of students and HPEDSB employees who work directly with students with high special needs, in regional and self-contained placements. Further, we wish to impress upon the Ministry and our local health experts the urgent need to provide students who are of appropriate age and their staff, with access to vaccinations as quickly as possible.

It is important to note that many students within our regional programs are adults and not children. These adult learners often have underlying health conditions, comorbidities (e.g., developmental disabilities such as Down's syndrome, spina bifida etc.) and would benefit from vaccines whether they reside in group home settings, or at home with parents/guardians.

Employees who work on a day-to-day basis within regional classrooms are at high risk for potential infection due to the proximity they must have with students and other staff. Students often routinely require assistance with eating, bathroom support, and transferring or lifting in order to access their programming. Employees are in effect, required to be in close proximity to their students, which adds to the risk of transmission. We value the added responsibilities that these individuals take on and feel they should have access to vaccination programs and information as early as possible.

In conclusion, we stress to the Ministry that, while we understand that there is a phased approach being employed and that resources have been put in place to ensure that vulnerable populations receive their vaccines in a priority sequence, we would also appreciate that our district leaders be informed of procedural steps as soon as possible so that these can be shared with our employees and families.

Sincerely,

Kelly Allan

Kelly Allan, Chair,
Special Education Advisory Committee
Hastings and Prince Edward District School Board

Jason Sweet

Jason Sweet, Vice-chair
Special Education Advisory Committee
Hastings and Prince Edward District School Board

c.c. Christine Elliott, Minister of Health
Stephen Lecce, Minister of Education
Daryl Kramp, MPP Hastings-Lennox & Addington
Todd Smith, MPP Bay of Quinte
Lucille Kyle, Chair of the Board
Lee-Anne Kerr, Chair, Parent Involvement Committee
Chairs of all Ontario Special Education Advisory Committees