



Special Education Advisory Committee

Thursday, January 20, 2022

6:00 PM

MS Teams Virtual Meeting

AGENDA

Land Acknowledgement

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

AGENDA

| Item | Info. | Dia. | Res. | Responsibility |
|---|-------|------|------|----------------|
| LEAD | | | | |
| A-1 Opening | | | | |
| (a) Welcome/ Land Acknowledgement Statement | | | √ | W. Rose |
| (b) Roll Call | | | √ | P. Curran |
| (c) Agenda Additions/ Deletions/ Approvals | | √ | √ | W. Rose |
| LEARN | | | | |
| B-1 Timed Items | | | | |
| (a) Election – Chair and Vice-Chair of SEAC 2022 | √ | √ | √ | L. Thompson |
| LEAD | | | | |
| C-1 Business Arising from Minutes and/or Previous Meetings | | | | |
| (a) Ratification of Minutes December 9, 2021* | | | √ | W. Rose |



Special Education Advisory Committee

Thursday, January 20, 2022

6:00 PM

MS Teams Virtual Meeting

AGENDA

| Item | Info. | Dia. | Res. | Responsibility |
|--|-------|------|------|-----------------------------|
| LEARN | | | | |
| D-1 New Business | | | | |
| (a) Grade 3 C-CAT Data – Outcomes 2020-21 and Process 2021-22* | √ | √ | | J. White / W. Backus-Kelly |
| (b) OnSIS data for Students with Special Education Needs* | √ | √ | | L. Thompson |
| (c) Transitions to Post-Secondary, The World of Work and the Community Living* | √ | √ | | F. Lainson / L. Sheppard |
| LEAD | | | | |
| E-1 Other Business | | | | |
| (a) Standard 19 – Submission and Availability of the Plan* | √ | √ | √ | P. Curran |
| INSPIRE | | | | |
| F-1 Standing Items | | | | |
| (a) Policy/Procedures Out for Comment Comments due by January 13, 2022 to: policiesandprocedures@granderie.ca <ul style="list-style-type: none"> F2 Budget Development Process SO-008 Community Partnerships SO-08 Community Partnerships | √ | | | W. Rose |
| (b) Trustee Updates | √ | | | R. Collver / T. Waldschmidt |



Special Education Advisory Committee

Thursday, January 20, 2022

6:00 PM

MS Teams Virtual Meeting

AGENDA

| Item | Info. | Dia. | Res. | Responsibility |
|--|-------|------|------|----------------|
| LEARN | | | | |
| G-1 Information Items | | | | |
| (a) Ministry of Education – Remote Learning Supports for Students with Special Education Needs I. Parent Tip Sheet* II. Student Tip Sheet* | | √ | | J. White |
| INSPIRE | | | | |
| H-1 Community Updates | | | | |
| (a) | | | | |
| LEARN | | | | |
| I-1 Correspondence | | | | |
| (a) Ltr Dec 3 2021 WRDSB re Bill 172* | √ | | | W. Rose |
| (b) Dec 6, 2021 Association of Chief Speech-Language Pathologists (ACSLP) of Ontario School Boards 2021 Position Statement* | √ | | | W. Rose |
| (c) Ltr Dec 16 2021 HDSB re ADHD as Exceptionality* | √ | | | W. Rose |
| (d) Ltr Dec 20 2021 DSBN re School Nursing Shortage* | √ | | | W. Rose |



Special Education Advisory Committee

Thursday, January 20, 2022

6:00 PM

MS Teams Virtual Meeting

AGENDA

| Item | Info. | Dia. | Res. | Responsibility |
|---|-------|------|------|----------------|
| INSPIRE | | | | |
| J-1 Future Agenda Items and SEAC Committee Planning | | | | |
| (a) Memo re New Program for Students on Autism Spectrum (slated for Feb 17 th Meeting) | | | | |
| (b) Budget Financial Update – 2021-22 (slated for Feb 17 th Meeting) | | | | |
| (c) 2022-23 Budget Process (slated for Feb 17 th Meeting) | | | | |
| K-1 Next Meeting | | | | |
| Thursday, February 17, 2022 MS Teams | √ | | | W. Rose |
| L-1 Adjournment | | | | |
| Meeting adjourned at p.m. | | | √ | W. Rose |

Note: Column Abbreviations

- * Attachments to the agenda
- Info. Item for information only
- Dia. Item for dialogue
- Res. Item for resolution or recommendation
- SEMT Special Education Management Team

STANDING AGENDA ITEM(S)

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



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

Present: Chair W. Rose, L. Boswell, P. Boutis, C. Brady, T. Buchanan, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, J. Gemmill, K. Jones, P. Kuckyt, F. Lainson, K. Mertins, C. Purslow, L. Scott, L. Sheppard, J. Trovato, T. Waldschmidt, J. White, T. Wilson.

Regrets: P. Bagchee, B. Bruce (T. Sault), L. Nydam, L. Thompson.

Recorder: P. Curran

A - 1 Opening

(a) **Welcome**

W. Rose called the meeting to order at 6:02 and read the Land Acknowledgment Statement.

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

Add J-1 (b) Reminder to review ONSIS Data

Add J-1 (c) Reminder to Review Suspensions, Expulsion and Exclusion data for Students with Special Needs

Add J-1 (d) Correspondence from ACSLP The Association of Chief SLPs of ON District School Boards which will be forwarded to the recording secretary for inclusion in the January agenda package.

Moved by: T. Waldschmidt

Seconded by: C. Brady

THAT the SEAC 21-04 Agenda for Thursday, December 9, 2021 be approved as amended.

Carried

B - 1 Timed Items

(a) **A Day in the Life of the Psychoeducational Consultant**

K. Mertins introduced C. Purslow who is the Psychoeducational Consultant for the Southwest area of Grand Erie.

Ms. Purslow shared her role helps parents understand how their child functions. She conducts assessments that can take up to 10 hours and approximately 20 hours to fully write the assessment.

In a tiered approach, strategies and approaches to benefit all students, as well as professional development and resources on various topics to support students with special education needs are considered Tier 1 support.

At Tier 2, consults occur at Resource Team meetings and case conferences and further information is provided about resources or programs to support students.



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

Tier 3 interventions include comprehensive psycho-educational assessments, consultation and program recommendations based on previous psycho-educational assessments.

How Many Students do you Support in a Week?

One student per week during the assessment process; then one or two consultations and up to two Resources Team meetings per day where 10 to 20 students are discussed.

How Many Students do you Support in a Year?

Depending on the complexity, 20 to 30 assessments, 10 to 20 file reviews and 40 consultations about specific students.

The number of students supported depends on the needs of the specific schools with which they are working.

How do Schools Access your Support?

Schools follow the resource Team model for students for whom they have concerns. Students are also discussed at Resource Team Meetings and prioritized according to needs.

A Day in the Life of a Psycho-educational Consultant

8:00 – 9:30 Coffee, then an intake or feedback meeting with a family.

9:30 – 11:30 Resource Team meeting with a school

11:30 – 12:00 IPRC Meeting

12:00 – 3:00 Work with students and staff in schools to gather and review information being mindful of student needs for breaks.

3:00 – 4:00 Return to the office for research, reading, writing, scoring and preparing for the next day.

How Does our Role Support Students?

- a) Supports Students by identifying personal and learning strengths and needs and making individualized recommendations to support learning and well-being.
- b) Supports Families by encouraging connection to community services and provides evidence-based next steps while helping demystify the child's learning profile.
- c) Supporting Schools by providing consultative services about child development, learning, and well-being.

Questions:

W. Rose – Do you find there is currently a significant wait list?

– Is it impacted by COVID?

C. Purslow – currently wait lists are addressed at the school level. They do not seem to have been adversely affected by COVID. Parents can choose a private consultation at their own expense, but this option can be a barrier for those families without health benefits. Staffing shortages contribute to the number of assessments that can be completed, which in turn affects wait lists.



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

W. Rose – asked SEAC if they wish to review at a future meeting to consider advocating for additional funding for resources to help reduce the wait list.

R. Collver – do you review the wait list to determine if some children should be moved up?

C. Purslow – students are assigned to a school wait list by the LITE system; the wait list is reviewed regularly at Resource Team Meetings. Staff will try to keep the priority set by each school. As well, sometimes students new to our board will need to move ahead of students already in the system.

L. DeJong – is there an average age or grade for referrals and assessments? Psychoeducational

C. Purslow – typically we do not see students before age eight (8) as awaiting natural development. If the child has a diagnosis of global development, they may be assessed at age seven. Assessments occur in the secondary grades if applicable.

(b) **Standard 16 – Transportation**

J. White welcomed P. Kuckyt, Manager of Student Transportation Services Brant Haldimand Norfolk (STSBHN) and shared the suggested recommendations following their annual review of the standard.

Members were provided with two resource documents, Standard 16 and an excerpt from the K-12 Accessibility Standards focusing on transportation.

While the standard discusses transportation for students with special education needs, the term “exceptionalities” was replaced with “special education needs” and the list of exceptionalities was removed from the standard. Language identifying the collaborative approach to transportation decisions for students with special education needs was added.

In the policy and procedures some changes were made to clarify the process. Provision for the collaborative development of a Plan of Care including driver training was added. As well a link to STSBHN policies and procedures was added and a statement confirming STSBHN annually reviews transportation requirements for service providers under their contracts.

Questions:

R. Collver – requested the revised Standard and the K-12 recommendations be sent to Members.

J. White - The document showing proposed revisions and the K-12 recommendations will be sent to SEAC by the Recording Secretary.

R. Collver – stated even though we are bound by contracts we must ensure bus drivers and service providers understand they are transporting students with special needs and / or disabilities.



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

P. Kuckyt – clarified expectations do exist in current contracts, but service providers were not required to report on past practices to be considered for contract renewal. Prior to being hired, drivers are provided with documentation and training.

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

(a) Ratification of Minutes from Thursday, November 18, 2021

- i. M. Gatopoulos was Present
- ii. T. Wilson was Present

Moved by: L. Boswell

Seconded by: K. Jones

THAT the SEAC 21-03 minutes for Thursday, November 18, 2021 be approved as amended.

Carried

(b) Special Education Guiding Principles

- i. P01 Service Provision for Students with Special Education Needs
J. White explained members would have received this document that replaces the former Guiding Principles which was also sent for comparison.

Following research with other school boards, it was learned many boards embed their guiding principles in Standard 2.

P01 was developed to outline the board's belief and overall vision of the board's Model for Special Education and will be reviewed by the Board of Trustees in January 2022. It will then be available for comment. The document also refers to Standard 02 General Model for Special Education.

- ii. Standard 02 General Model for Special Education - Update
This standard contains a lot of important information which staff is working at to make more reader friendly. Primarily they are removing redundant or superfluous language when possible.

The board's new vision was added along with four additional points increasing them to twelve from the former eight. These points will guide the programs and services.

The standard also embeds many of the K-12 recommendations for education review.

Questions:

W. Rose – Point 5 is worded a bit awkwardly and she suggested alternate text:

"The principles of accessible education, equity, equality and human rights are provided in stand-alone, and are embedded into all learning opportunities."

W. Rose – Point 10 alternate text was suggested:



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

"All work together to create and maintain inclusive and equitable school communities and to eliminate barriers to full participation."

R. Collver – is the elimination of additional human resources support in Point 9 intentional?

"The classroom educators are the primary support for all students in school. Additional human resource supports work as partners with the classroom educators by coaching, co-teaching and co-learning in order to address the strengths and needs of the students."

J. White – yes, staff wanted to focus on the key people who support students in classrooms or the educators in the classroom.

R. Collver – how will a parent know who is supporting the teacher?

J. White – there are far more resources than the Learning Resource Teacher so the list would be very lengthy. As well, staffing is listed in Standard 12 which describes the different types of supports.

R. Collver – who is gathering the data referenced in Point #11 and who is analyzing the data?

"Intentional collection, analysis and use of relevant data to fully understand learners' strengths and needs removes barriers and supports appropriate interventions."

J. White – will follow up with the team to review our data collection and analysis process

iii. Standard 02 - Appendix B

Ms. White explained the flow chart in this document was previously referred to as the pre-referral process but was renamed to match other references in the special education plan.

She explained other changes such as adding a line for Parent/Guardian Information and Input" and the removal of it from the paragraph for teacher consulting with principal or Learning Resource Teacher. All professionals in a school building are intended to support students. Parental consent is however, required for the Resource Team consultation.

An inaccurate bullet that indicated "Consultation with System LRT/Lead EA." was removed from the paragraph beginning "School Team (ST) – includes Principal...".

"School Team (ST) provides more detailed assessment..." Removed the statement referencing case conferences and removed "Consultation with System LRT/Lead EA." Updated other information.



Enter Committee Name

Thursday, December 9, 2021

MS Teams

6:00 PM

MINUTES

(c) **SEAC Letter of Support for Summer Programs**

R. Collver commented this letter was well written but would like to see the request made a bit bolder.

P. Boutis requested the letter also be sent to T. Barrett and W. Bouma plus the two MPP.

Moved by C. Brady

Seconded by: L. Boswell

THAT the SEAC Letter of Support for Summer Programs be sent to all addressees as amended.

Carried

D - 1 New Business

(a) **Self-Contained Planning – Input Session**

Ms. White explained staff is beginning to plan for the students of 2022-23 who will be in self contained classes. She noted previously a chart with numbers was shared with SEAC, but this information won't be available until the January meeting.

She did provide power point slides showing the number and types of self-contained classes in both the elementary and secondary panels.

L. Dejong – intensive support for autism; is it possible for these kids can look at bridge or vocational life skills. For example, if the support needs are managed at elementary do we need as many at secondary?

J. White recognized this as a good question and although she currently did not know the numbers, she shared that generally, elementary students in intensive support autism classes would most often transition to intensive support autism classes at the secondary level.

J. White – reviewed the revisions for the “Vision for Special Education”

Consultation Questions:

1. What considerations should we have with regards, to self-contained placements in elementary school? Is this an example of streaming in elementary. What are the impacts – Positive and Negative?
2. What are the assets vs barriers in offering these types of placements in our board? Both at elementary and secondary level?

P. Boutis – realizes that regular classes are quite large which can create difficulty for some students in concentrating. Also, recognized some students from the life skills classes are not treated well in regular settings. It is also critical to reorganize how teachers are delivering the lessons.



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

T. Buchanan – students learn by example and often focus on employment when streamed. Students need to learn at a young age that everyone has a gift. Students struggle in these classes and other students struggle in fully integrated class.

L. DeJong - self contained doesn't have to be forever. She would like to see more of it in elementary schools treated similarly to a bridge program. Help students feel more connected to the school community. There is less opportunity for connection if their school is not in their neighbourhood.

J. White – there have been many conversations on this topic, but we need to be mindful of the child's needs and bring them back to the classroom whenever possible,

T. Buchanan – would like to see a complete overhaul of the system developing creative ways of helping kids and teachers. Would like to see quiet settle down spaces where kids can go without being segregated so they are with the same people all the time.

T. Wilson – Grade 9 Option Sheets - could students choose two and drop something later if they aren't interested in that topic?

J. White – there are not a lot of choices on the G9 option sheet.

A. Detmar – loves the concept and would like to explore ways to support the teacher and educational staff. This is such a great learning opportunity to prepare students for life beyond school where they won't be segregated.

T. Waldschmidt - destreaming is a way to put everyone on the same page. We will all leave school at some point and carry on with our lives. He does realize that some students don't do well in an open area.

J. White – staff is looking at barrier free education and the best opportunity for students beyond secondary school

(b) **Technology Access Clinic (TAC) – Wait Lists**

K. Mertins explained the TAC is located at the Ron Joyce Children's Health Centre and is part of the McMaster Health Sciences. The facility is home to a range of outpatient services focused on child rehabilitation and developmental health approved by ADP (Assistive Devices Program).

Children in the Grand Erie DSB catchment would get communication devices from the Ron Joyce Centre but are being told there is a three (3) year wait list. We believe three (3) years is too long for a young child to not have a communication device and to be unable to properly access the curriculum.

We know an inability to communicate effectively leads to frustration and often generates undesirable behaviour patterns.



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

School staff are aware of the increasing number of children entering school with no or low verbal communication while waiting for TAC referrals.

Would like SEAC to write a letter of advocacy for reducing the wait list time for TAC.

L. DeJong is in favour of a letter and noted not all areas have long wait lists. She asked if there is some data that explains the inequitable delays?

K. Mertins shared that the access to assistive devices seem to be highly varied across Grand Erie

L. DeJong noted they try to do referrals earlier.

Moved by: L. Scott

Seconded by: R. Collver

THAT the Grand Erie DSB SEAC compose a letter advocating the reduction of wait times for students requiring assessment from the Technology Access Clinic which will be voted on electronically and following approval, sent through Canada Post on January 3, 2022.

Carried

E - 1 Other Business

(a) **SEAC Chair and Vice-Chair Election Process for January 2022**

W. Rose reminded members the annual election for Chair and Vice-Chair will be held in January. Members may nominate any other member and may also self-nominate. Anyone interested in learning more about either position is invited to contact either W. Rose or P. Boutis.

(b) **Guest Speaker – Michael Jacques**

W. Rose spoke with Michael's father who said his son would be available for 30-45 minutes to share his story and provide Q&A. He would like SEAC to provide a few dates from which they can choose.

Mr. Jacques noted books can be purchased ahead of time in the event of a virtual meeting. In the meeting is physical, he notes they will need travel costs reimbursed.

Members were excited for the opportunity to purchase books and to hear Michael's story.

T. Buchanan suggested SEAC provide an honorarium, perhaps a gift card, as the Jacques do not charge a fee for their presentation.

J. White will share this information with L. Thompson and W. Rose will check with her for dates



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

F - 1 Standing Items

(a) Policy/Procedures Out for Comment

Members were advised to send any comments on the following Policies and Procedures to: policiesandprocedures@granderie.ca by January 13, 2022

- [F2 Budget Development Process](#)
- [SO-008 Community Partnerships](#)
- [SO-08 Community Partnerships](#)

(b) Trustee Updates

T. Waldschmidt –

Would like to wish everyone a safe and Merry Christmas and a Happy New Year. God bless you and your family.

R. Collver –

- The Trustee annual elections were held this past Monday, when T. Waldschmidt was elected Chair of the Committee of the Whole, S. Gibson was elected Board Chair and Brian Doyle was elected Board Vice-Chair.
- Rapid Antigen Tests (RAT) are going home with students. Schools are the biggest concern right now so hoping we can help stem the spread.

G - 1 Information Items

(a) K. Mertins Retirement

W. Rose informed members K. Mertins retirement and noted we will miss her very much as she has brought so much knowledge, patience and curiosity to the meetings. Her passion for education is obvious and she has left large shoes to fill.

Ms. Mertins thanked SEAC members for all their contributions and advocacy and wished everyone Happy Holidays.

R. Collver informed members that Ms. Mertins was presented with the board's inaugural Lead Learn and Inspire Award. This honour was presented to her she leads with her heart and does everything so well. R. Collver indicated her gratitude for being able to work with Ms. Mertins.

H - 1 Community Updates

(a) Nil

I - 1 Correspondence

(a) Nil

J - 1 Future Agenda Items and SEAC Committee Planning

(a) Transitions to Post-Secondary Destinations

(b) OnSIS Data



Enter Committee Name

Thursday, December 9, 2021

6:00 PM

MS Teams

MINUTES

- (c) Suspensions, Expulsions and Exclusions for students with special education needs
- (d) Correspondence from The Association of Chief Speech Language Pathologists (ACSLP) re PPM 81
- (e) Psycho-Educational Assessments and Wait Lists
- (f) Memo re New Program for Students on Autism Spectrum – J. White / L. Sheppard

K - 1 **Next Meeting**

Thursday, January 20, 2022 | 6:00 PM | MS Teams

L - 1 **Adjournment**

W. Rose wished everyone a safe and happy holiday and hope that everyone gets some rest and relaxation.

Moved by: L. DeJong

Seconded by: L. Boswell

THAT the SEAC 21-04 meeting held December 9, 2021 be adjourned at 8:08 PM.

Carried

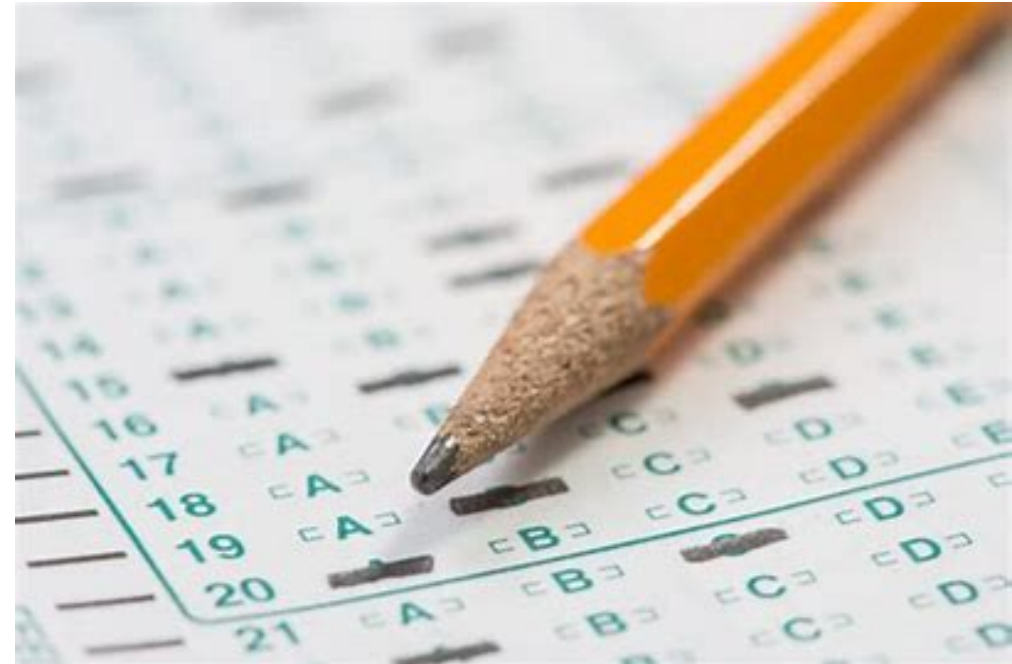


CCAT7

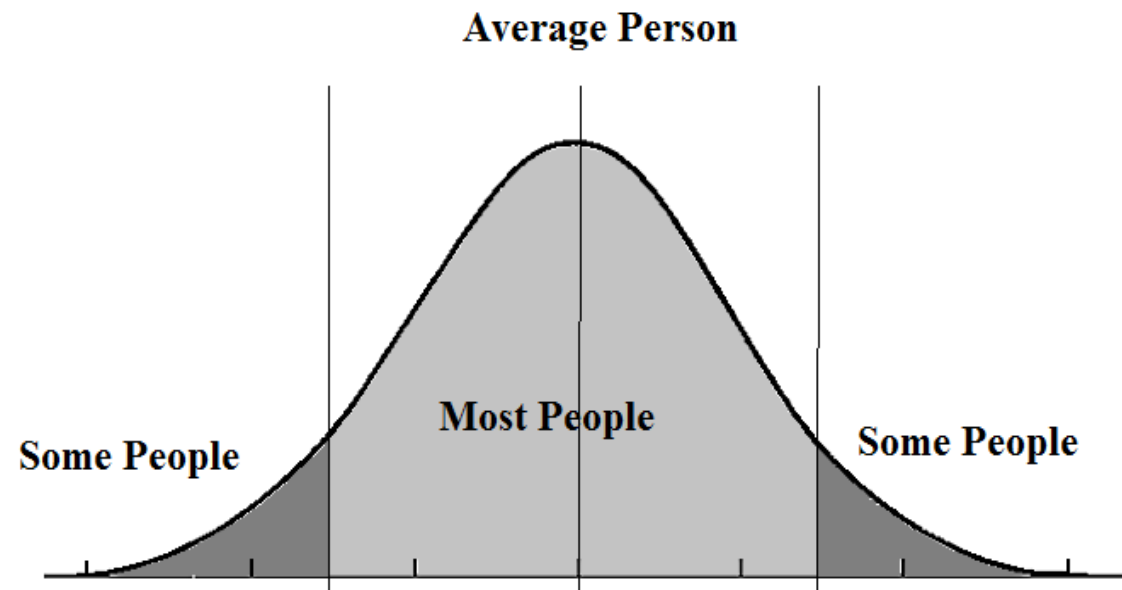
Canadian Cognitive Abilities Test – 7th Edition 2021 Results

What is the CCAT?

- A standardized test used to screen cognitive abilities
- It measures cognitive reasoning across verbal, quantitative and non-verbal domains
- Results are based on Canadian norms
- Group administered
- pencil & paper format



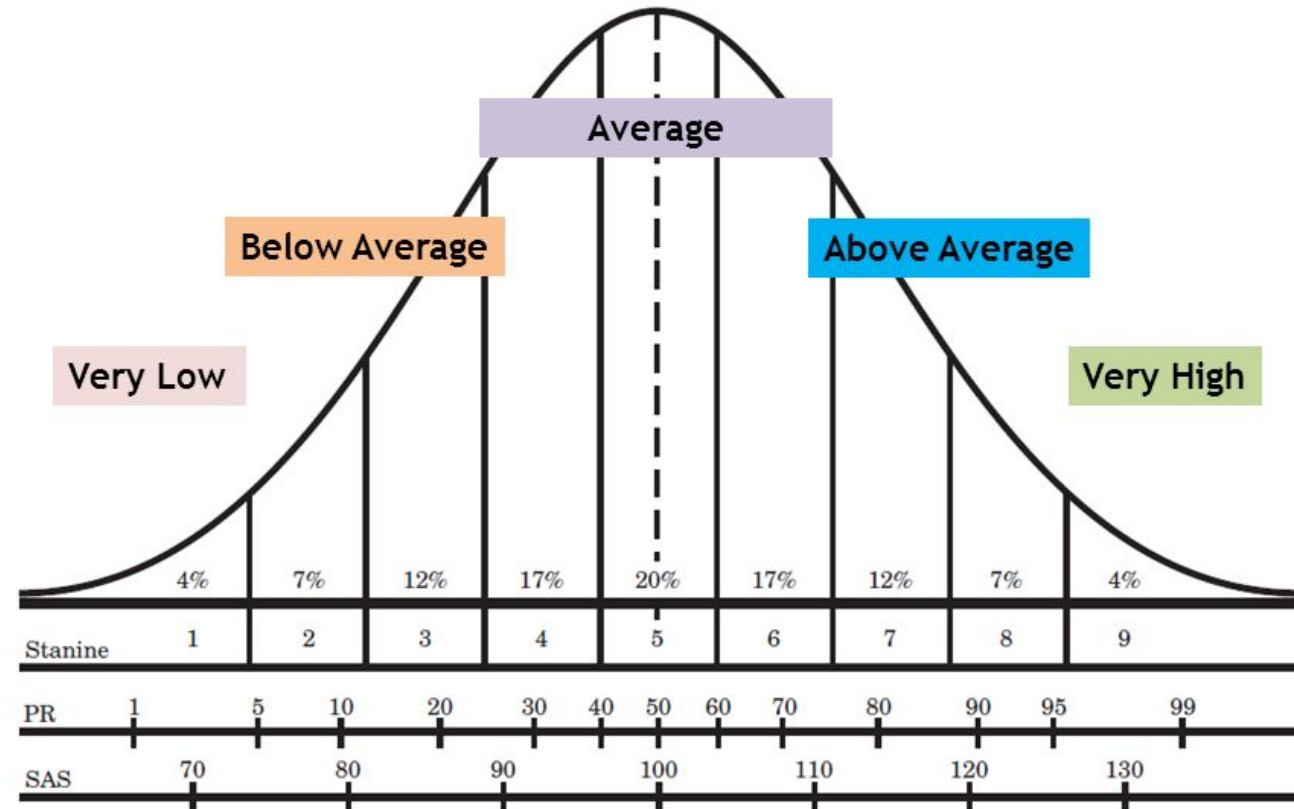
Understanding norm referenced test scores



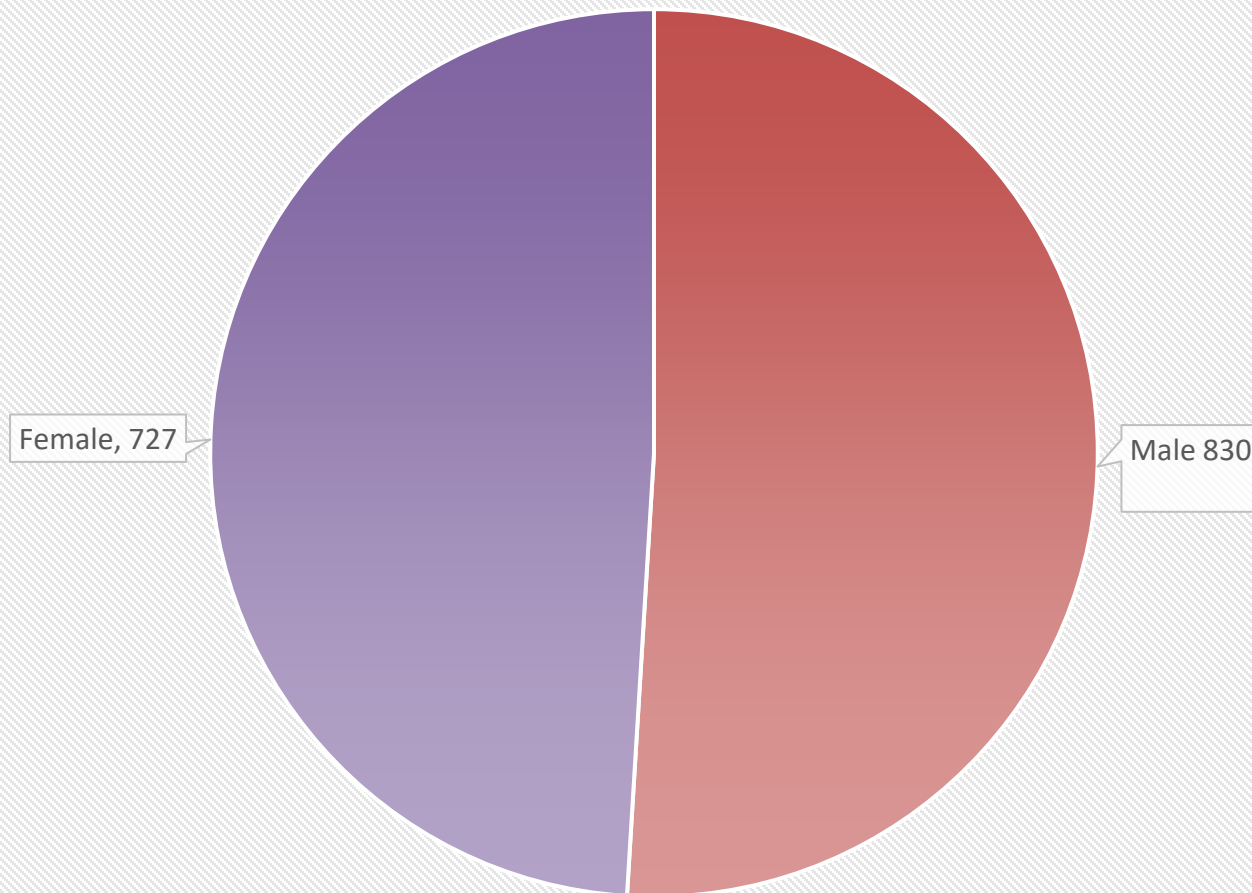
Common norm referenced test scores

- Standard Score:
- Mean = 100
- Standard Deviation = 15
- Percentile Rank:
- Mean 50th
- Average 25th to 75th
- Stanine: Distribution of scores is divided into 9 equal parts
- Mean = 5
- Standard Deviation = 2 (1 stanine above & 1 below)

Relationship of Stanines, Percentile Ranks, and Standard Age Scores on the CogAT Bell Curve



1557 Grade 3 in-class students in 58 schools



(17 schools – Feb/Mar)

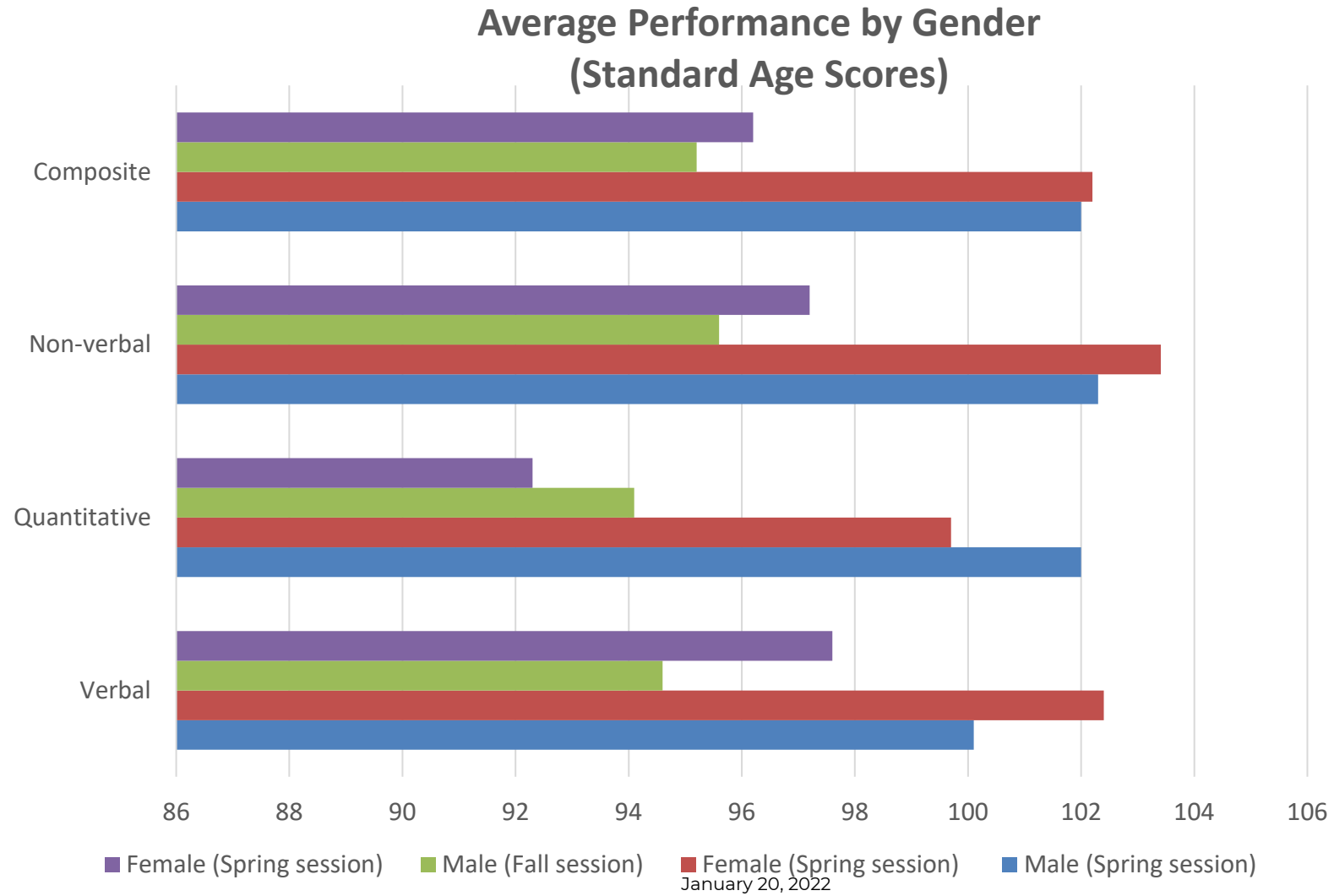
(35 schools – Sept – Nov)
VLA students captured here IF they moved back to in person.

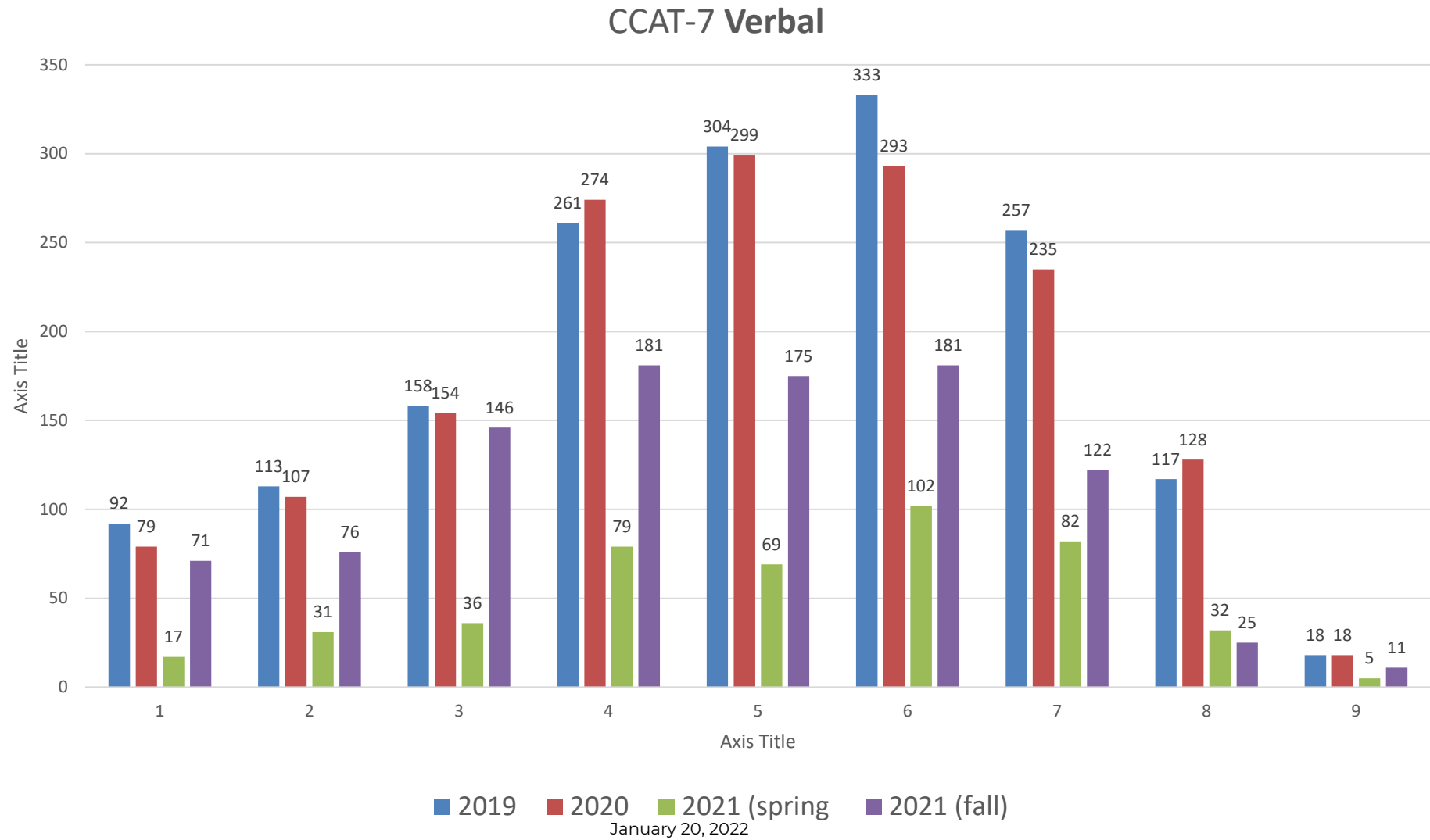
Impact of COVID on CCAT results:

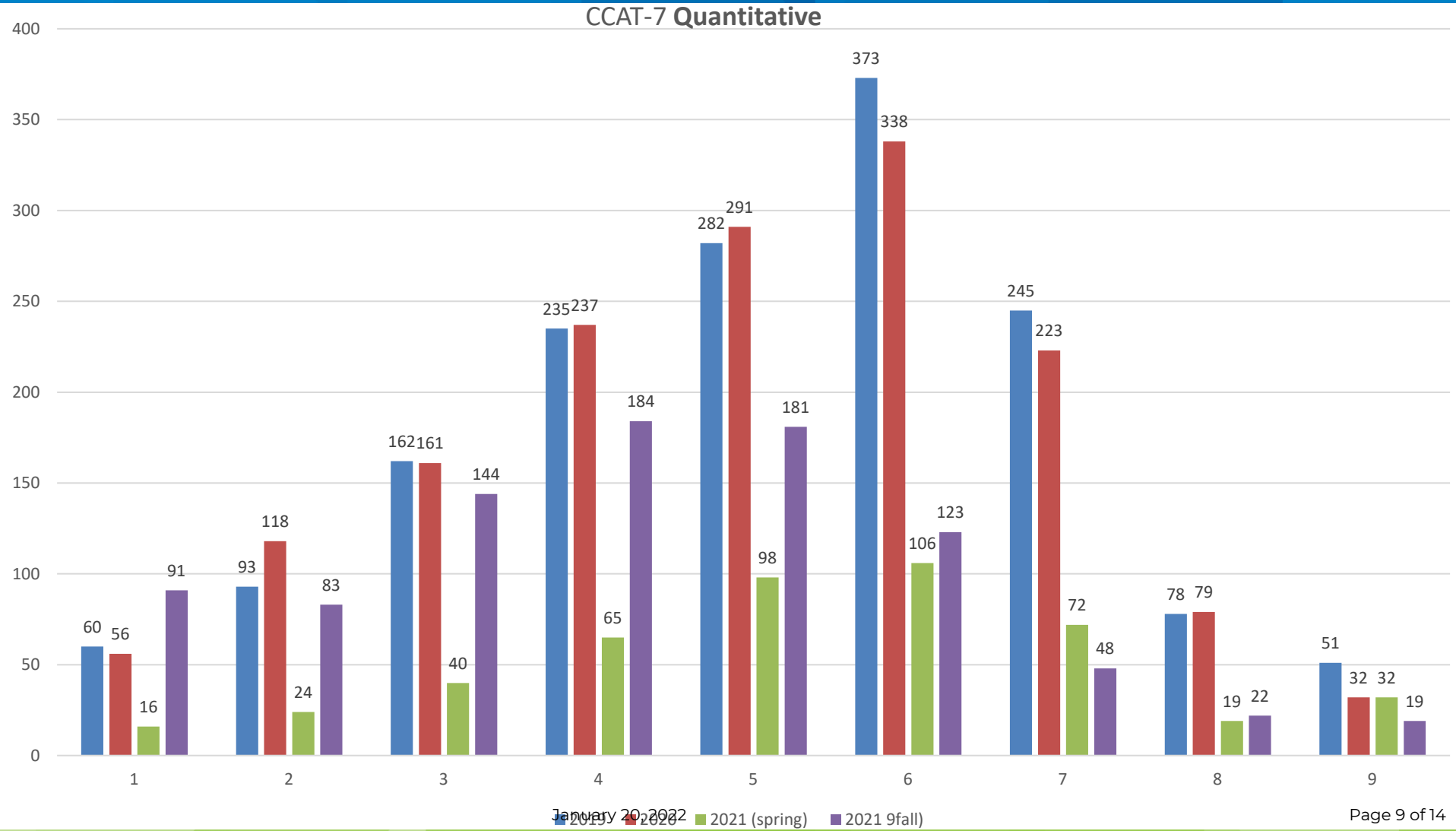
- environmental and learning opportunities of students have been significantly different from those of students during the time that the CCAT norms were established and the assessment was published
- while ability scores are less likely to be affected by this type of disrupted education than achievement scores, caution is required in interpreting and drawing conclusions from test results reported

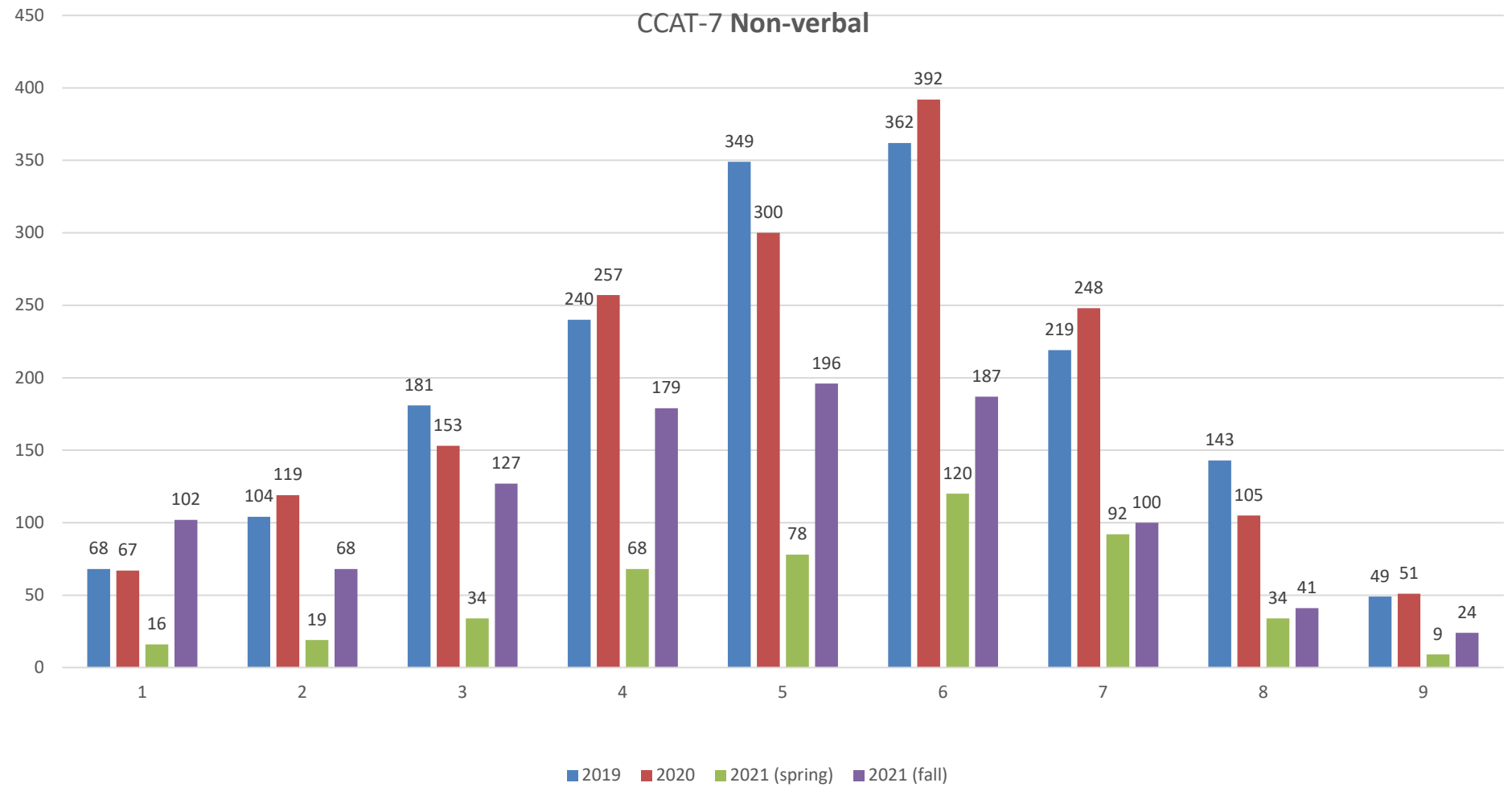
Exemptions

- 18 students exempt
- Case by case school based decision of principal in consultation with parent in best interests of the student
- 25 students absent (vacation or otherwise)
- 26 scantrons not sent for scoring
- 8 did not finish (COVID)
- 22 moved out of board
- TOTAL 99 of 1557 (6.4%) did not participate

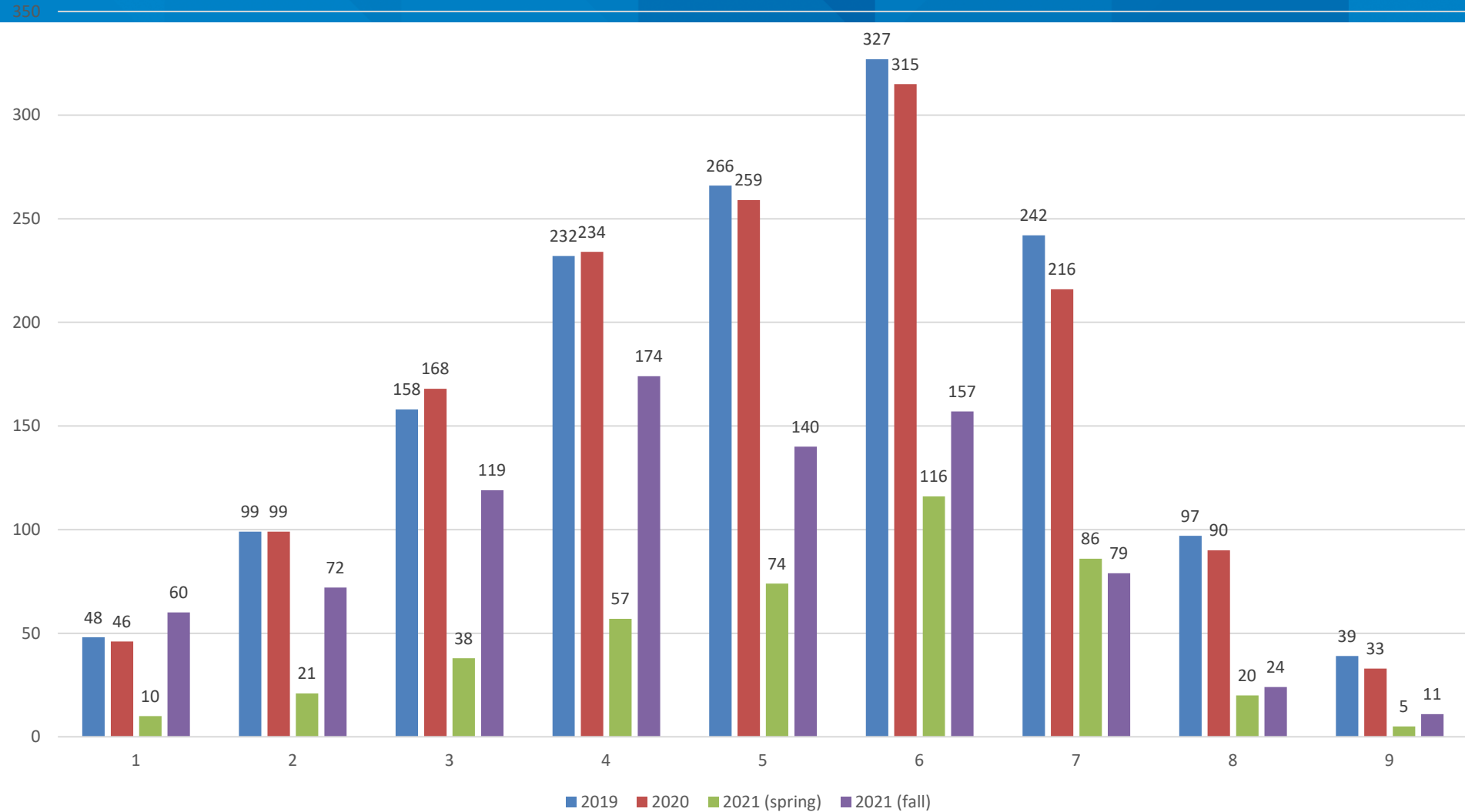




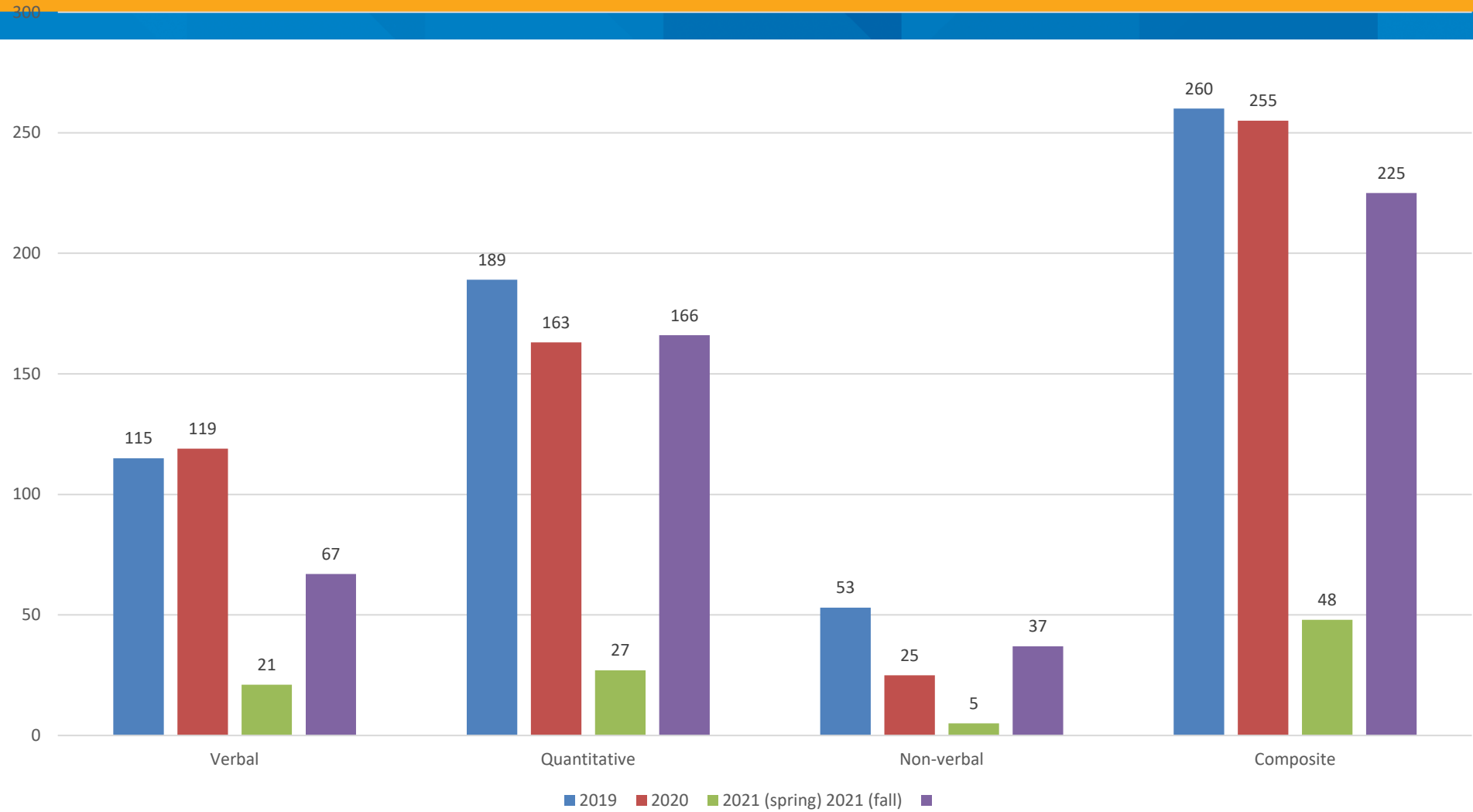




CCAT-7 Composite



CCAT-7 Not Calculated

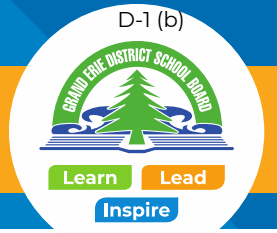


Next steps

- ▶ Individual reports are prepared to share with schools and parents
- ▶ CogAT.com provides evidence informed, profile based instructional strategies for the classroom teacher to consider
- ▶ Greg Rousell, System Research Lead is working to display data in Power BI to facilitate principal access at School and Resource Team meetings and continue our work with differentiating instruction for all learners
- ▶ TC Alternative Program Gifted continues to consult with schools to provide robust programs for cognitively advanced students
- ▶ Developing schedule for Spring 2022 CCAT-7 administration: home school and VLA considerations

Questions,
comments,
insights....





Grand Erie District School Board

Trends in Special Education

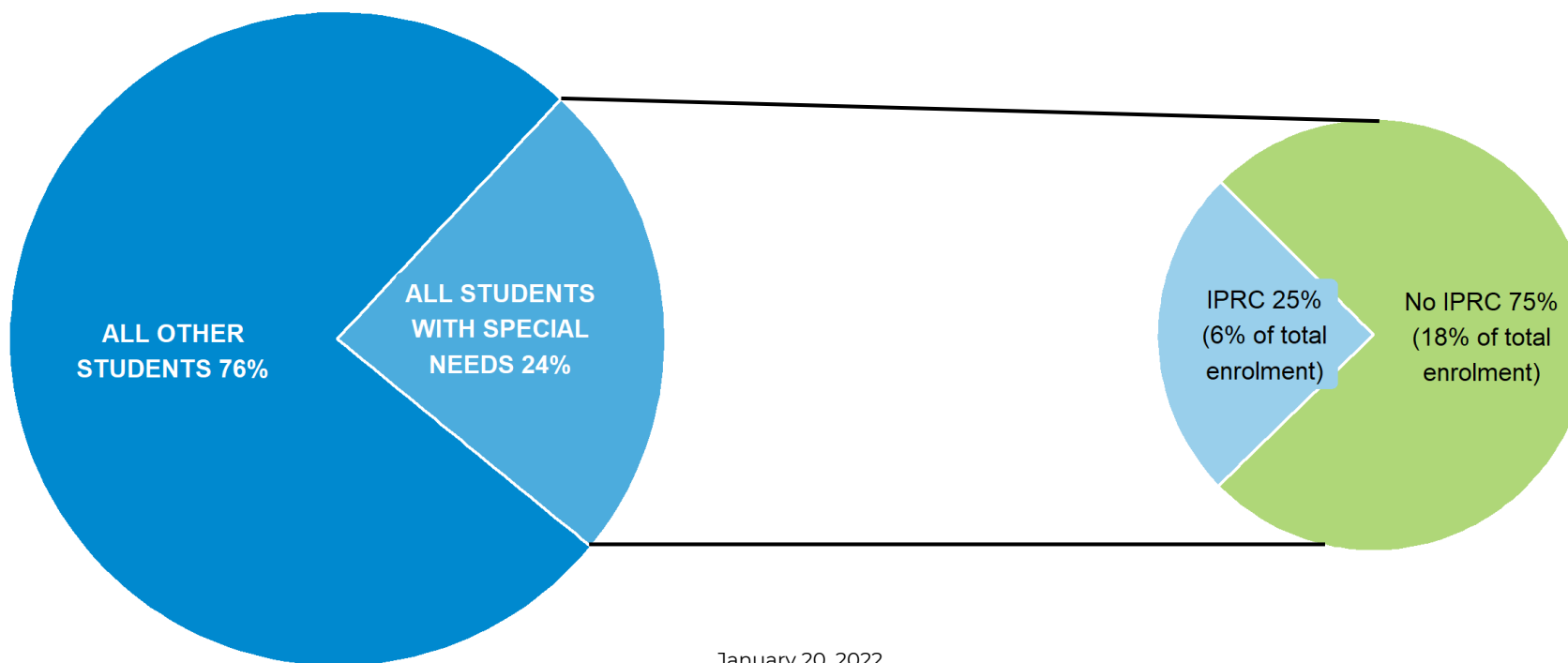
Trend in Special Education- Demographics

Number of students with special education needs in Grand Erie

In the 2020-2021 school year 6462 students, or 24% of all students received special education programs and/or services.

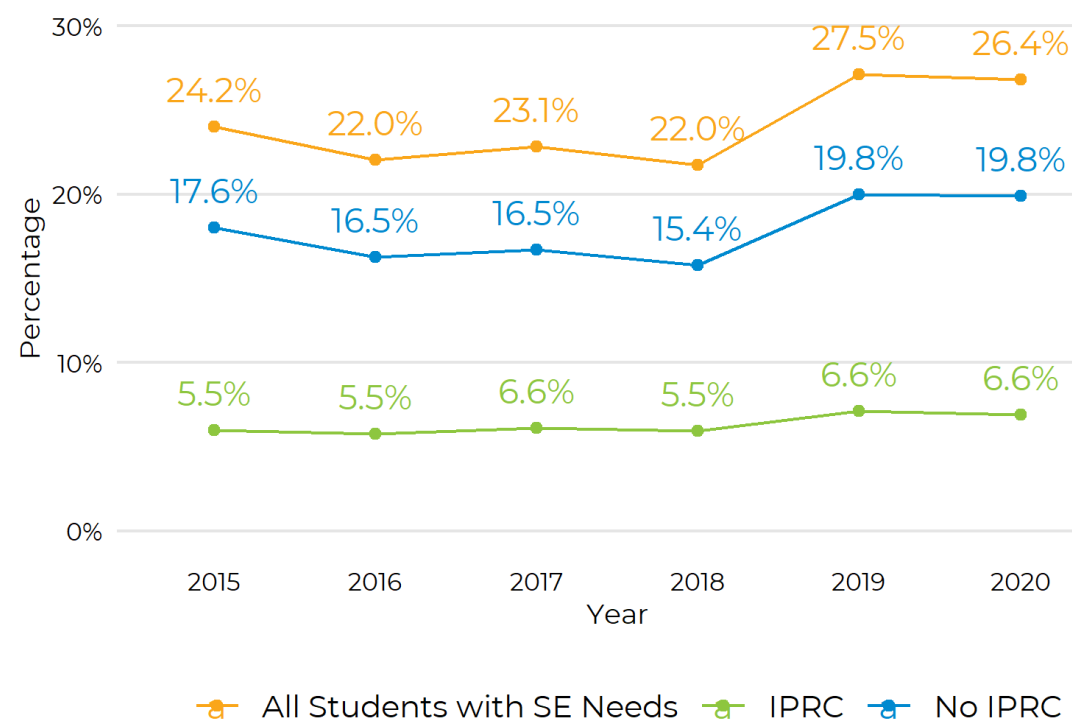
Classroom Placement

Approximately 95% of all students receiving special education programs and/or services were placed in regular classrooms for more than half of the instructional day.



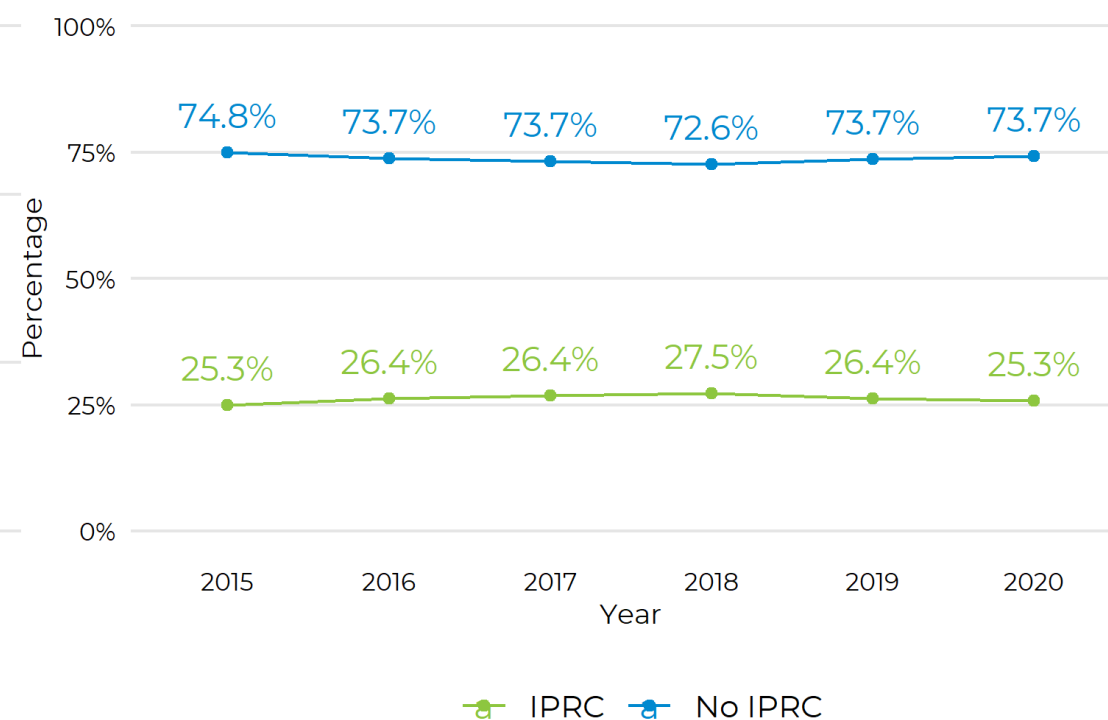
Special Education Over Time

Percentage of IPRC'd, not IPRC'd and Total All Students with Special Education Needs



IPRC'd vs. Not IPRC'd

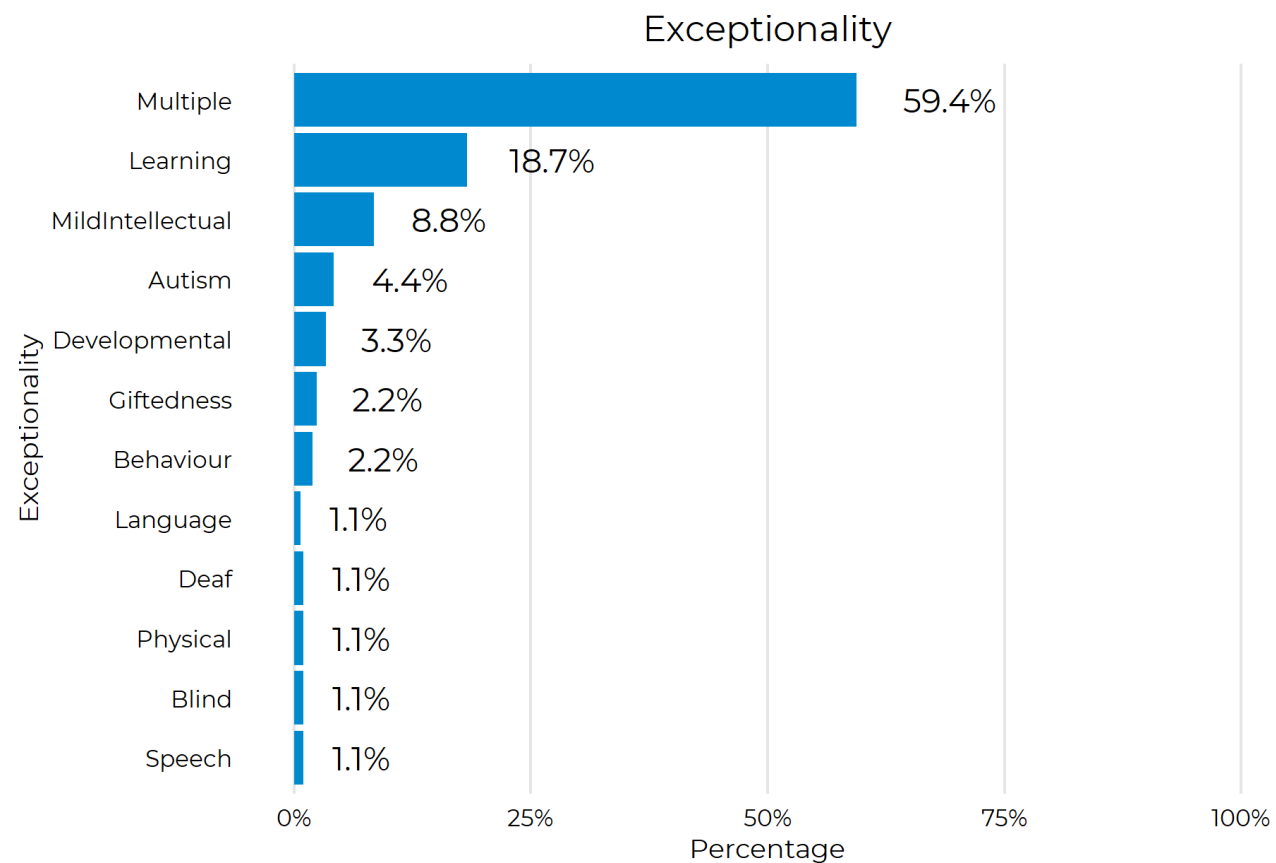
As percentage of All Students with Special Education Needs



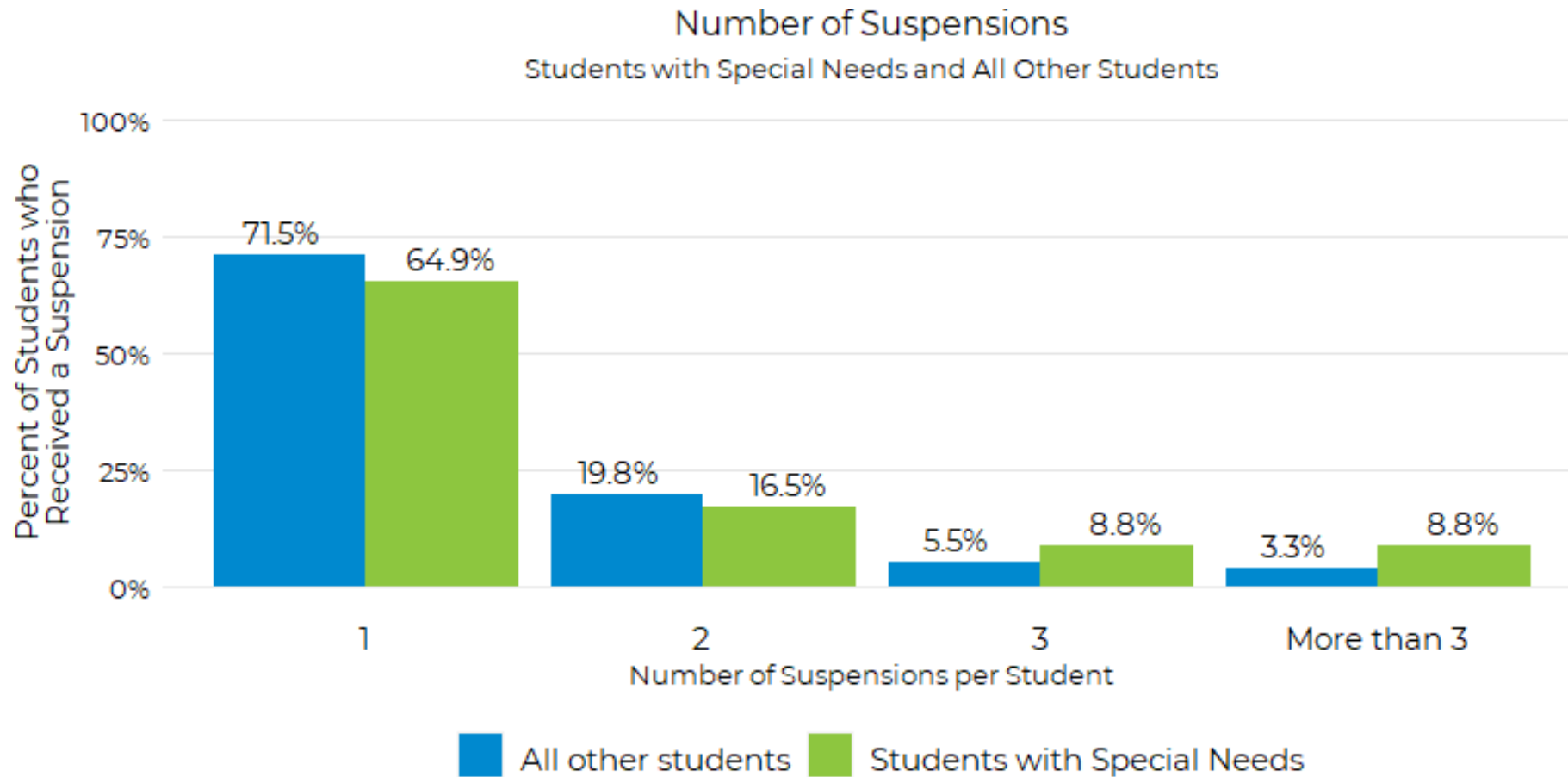
Exceptionalities



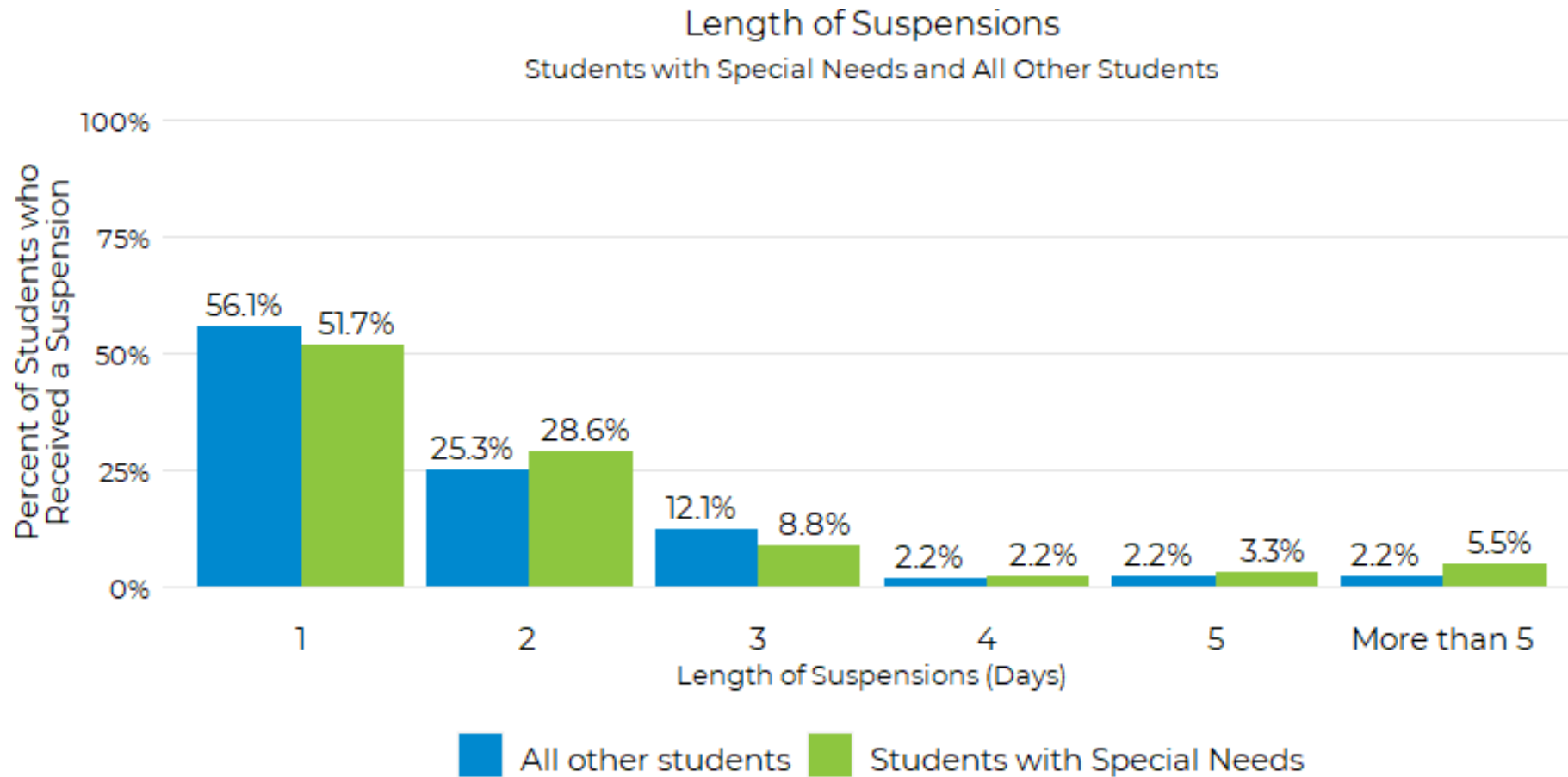
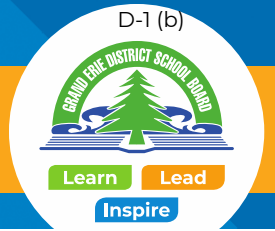
In 2020-2021 1605 Grand Erie students were identified as Exceptional.



Suspension



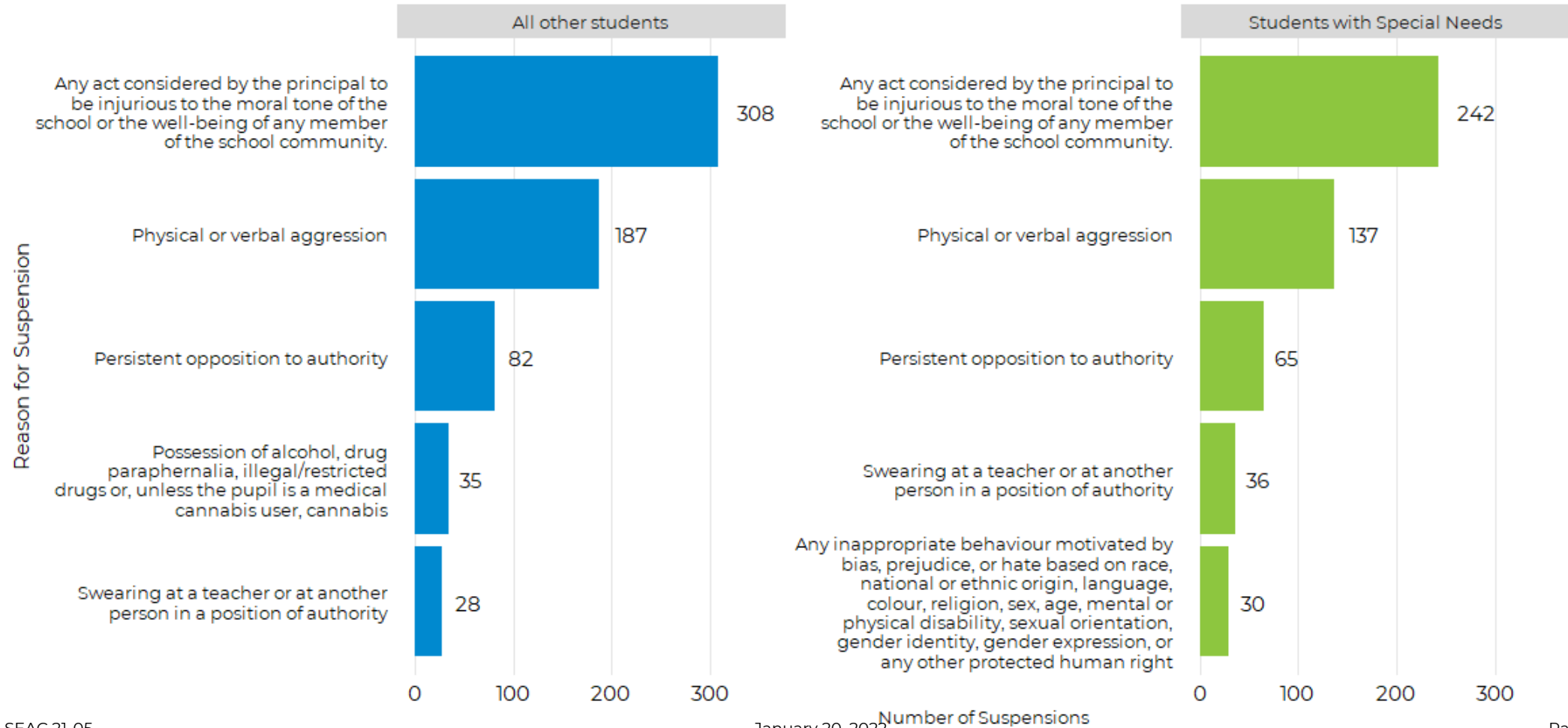
Suspension



Suspension



Top 5 Reasons for Suspension
Students with Special Needs and All Other Students



Transitions to Post Secondary – Review of Current Processes



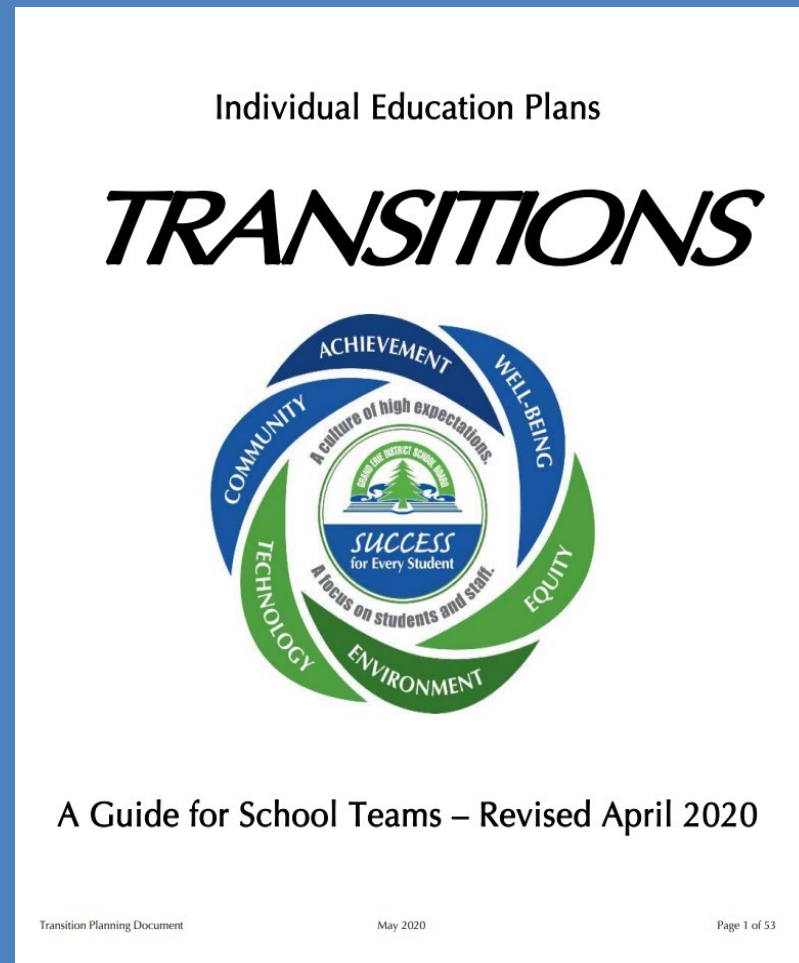
The World of Work and the Community Living

Pathways of Opportunity

D-1 (c)

A Transition Guide was developed as a reference for school staff when supporting transitions of students with special needs.

There are 19 different types of transitions identified in this guide including transitions from secondary.



Transition from Self-Contained Secondary Self-Contained to...

This group can include mainstream students as well as students with a formal identification and an IEP and/or in a Self-Contained setting. The following outlines that need to be acknowledged for application to post-secondary institutions and facilities. These steps can begin as early as the grade eleven year with respect for the time needed to make decisions, and time for the application and registration process.

Post Secondary

| | Responsibility | Date Completed |
|--|--|---|
| Continue use of Pathway for career and program choices links to post-secondary facilities. | Parents and student with support of Student Success Teacher and Guidance Staff (confirm prerequisite course selections) | |
| Become familiar with the Learning Disabilities Services that are offered by various post-secondary facilities, including orientation activities, bursaries, test facilitation, curriculum support and guidance, and learning strategies. | Parents and student with support of the LRT and Guidance Staff | |
| Become familiar with scholarships, bursaries, grants available to students according to academic ability, gender, culture, etc. | Parents and student with support of the LRT and Guidance Staff | |
| Sharpen self-advocacy skills, the number one asset that post-secondary schools are interested in seeing. | Parents and School Staff can coach students in confidently knowing when and who to ask for assistance to improve their self-help skills. | |
| Re-Assessment is not always necessary, but it may be valuable to have completed prior to post-secondary registration. The Grand Erie DSB does not complete Psycho-Educational Assessments for the purpose of post-secondary application. Some post-secondary institutions may facilitate assessment completion. | Parents can access a referral for assessment through their family doctor and may be able to access financial coverage through their personal group insurance plan (this can be a lengthy process, 2-6 months). LRT can support process by providing required documentation. | |
| When applying for OSAP, please be certain to check the "Permanent Disability" box on the form if student has a Learning Disability. When applying for OSAP, whether you need a bursary or not makes the applicant eligible for a bursary of up to \$2000. | Parents and student | OSAP website opens in May of the application year |
| Visit post-secondary campus. | Parents and students. | Open houses generally occur in the spring. |

SEAC 21-05

18. Transition from Self-Contained to Community

| | Responsibility | Date Completed |
|--|----------------|----------------|
| Provide pertinent information regarding the IEP. | Teacher/LRT | |
| In grade 9, facilitate connection to the REACH Transitional Aged Youth Planner (Haldimand and Norfolk) or Contact Brant (Brantford) | Teacher/LRT | |
| In grade 10, facilitate an information session for parents/guardians with individuals from community agencies such as Disability Services Ontario (DSO), Ontario Disability Support Program (ODSP), Contact Brant. | Teacher/LRT | |
| Copy any documentation for parent/guardian from the student's OSR that is required for ODSP and DSO application (i.e. psycho-educational assessment). | LRT | |
| Connect parents/guardians with appropriate Community Living organizations (job coaching), Crossing All Bridges or Brantwood (or equivalent) to purchase qualifying services for adults over age of 21. | Teacher/LRT | |
| Beginning in grade 10, check in with parents on a yearly basis to inquire about the status of the connections made with the various community agencies. | Teacher/LRT | |
| Engage student in community work placements (either through the classroom or Community Living Ontario) to identify interests and enhance vocational skills. | Teacher/LRT | |

January 20, 2022

Page 3 of 9

Current Practices

D-1 (c)

- Annual IPRC reviews - Discussion about pathways and consideration to reflect on strengths and needs
- Review of IEP with student, family and staff
- Building skills to be self-advocates, independent and employable beyond secondary
- Support completion of post-secondary applications by school staff
- Collaboration with community agencies to facilitate post-secondary supports
- Responsive training, support and access to resources by system staff

Community Connections

D-1 (c)

We collaborate with
community services
towards an integrated
planning process

Community Living
Six Nations



Community
Living



LEAP Employment



Haldimand-Norfolk
REACH



Post Secondary

D-1 (c)

LRT's and Guidance teachers assist students with applications to post-secondary institutions.

The student with special education needs will need to meet with the Accessibility Services to discuss needs on an individual basis.

[Transition Resource Guide for Students with Disabilities - Transition to Post-Secondary Education](#)

In Development and Expanding Practices

D-1 (c)

- Ensuring a focusing on employment soft skills like interacting with others and increasing independence
- Keeping opportunities available for students beyond school
- Including student voice related to pathways and to build self-awareness
- Helping parents connect with community agencies starting at age of 14
- Gathering data about graduates' pathways
- LRT Collaboration & Training about relevant topics – ODEN, DSO, Alternative Curriculum Guide
- Exploring Project SEARCH
- Accessing Learning Commons, Greenhouses, Breakfast Program, etc. within schools to learn and practice soft skills
- Co-op opportunities within the school and community
- Using My Portfolio in My Blueprint
- Alternative Program Guide = including soft skills for employment

Based on our existing transition processes, can you identify any gaps that we can continue to make improvements to that will support students, families and staff?



Input



The K-12 Education Standards had a sub-committee that looked at transitions and barriers that students with disabilities experience. Recommendations on transitions from secondary school to the workplace and community focus on;

- Expanding experiential learning opportunities for high school students
- Establishing repositories for sharing of transition planning resources
- Making information about alternative credential programs available and accessible

The recommendations focus on *creating opportunities, sharing resources and making programs available and accessible*. How can we achieve this in purposeful and meaningful ways for students and families?

Standard 19 - SUBMISSION AND AVAILABILITY OF THE PLAN

Each board is required to make its special education plan available to the public at the same time it submits the plan to the ministry. The board must inform the public in a variety of ways how to access the plan.

Two copies of the special education plan approved by the school board, and any amendments must be forwarded to the local district office of the Ministry of Education. The complete plan must be submitted along with the following documents:

- A letter from the director of the school board that confirms that the school board's special education plan is being submitted in compliance with the requirements of Regulation 306 and of the Standard's for School Boards' Special Education Plans;
- a copy of the board's motion approval of the plan, including the date of the approval; and
- a copy of any related motions or recommendations from SEAC

At the April 22, 2021 meeting the Special Education Advisory Committee received the first draft version of the Special Education Plan.

On May 20, 2021 the Special Education Advisory Committee passed the following motions:

"THAT SEAC recommends the Board approve the Special Education Plan as amended for submission to the Ministry and uploading to the Board's website."

On June 28, 2021 the Grand Erie District School Board passed the following motion:

"THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of two copies of the plan and the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2021."

In accordance with the Ministry of Education "Special Education Plans and Reporting Requirements on the Provision of Special Education Programs and Services", the 2020-21 Special Education checklist will be signed by Ms. J. Roberto, Director of Education and Secretary of the Grand Erie District School Board and will be submitted to the London Regional Office of the Ministry of Education with two copies of the 2020-21 Special Education Plan. The checklist confirms that the School Board's Special Education Plan has been updated and posted to the Board's website. The posted Plan continues to be compliant with the requirements of Regulation 306 and the policy document Standards for School Boards' Special Education Plans.

The Board's Annual Review of the Special Education Plan will be available to the public at the same time the checklist is submitted to the Ministry.

The public will be informed through Board minutes, School Principals, School Councils, SEAC members and the website on how to access the Plan.

The 2020-21 Special Education Plan will be available through the Board's website:

<http://www.granderie.ca/board/elementary/special-education>

A copy of any related motions or recommendations from the Board's Special Education Advisory Committee will also be submitted.

The following recommendations from SEAC were made to the board during the 2020-21 school year.

April 22, 2021

Moved by: L. Boswell
Seconded by: K. Jones

THAT the letter regarding EQAO test AT Barriers be sent as amended and include copies to Grand Erie DSB trustees, Brant MPP and Haldimand Norfolk MPP and, if possible, other Ontario SEAC.

CARRIED

May 20, 2021

Moved by: L. Boswell
Seconded by: K. Jones

"THAT SEAC recommends the Board approve the 2020-21 Special Education Plan, as amended, for submission to the Ministry and uploading to the Board's website."

CARRIED

Remote learning for students with special education needs:

Parent tip sheet

Supporting your child

Help your child choose a place to work. For some students, this is a spot where a family member can be nearby; for others, a private area is better. Some students work well independently. Others need parents to take a more active role.

Support your child to manage their time. Help your child set up a calendar with specific due dates and reminders. You might want to add important dates and times to your calendar, too.

Set a timer to help your child work through assignments in smaller pieces or “chunks”.

Remind your child to take breaks to move around. Try to spend time outside during the day, if possible.

Have conversations with your child. If they become overwhelmed, try problem solving with them or reaching out to a teacher.

Give your child choice in when and where they complete their work, when possible.

Prioritize your child’s wellbeing. Contact your child’s school if you think they have a mental health concern or if they could use wellness supports.

Help your child communicate with their teacher. Sit with your child while they draft an e-mail to their teacher to ask for help.

Communicating with the School

Talk to your child's teachers about how you can communicate. Find something that works for everyone.

- How will you communicate? Will you use a virtual communication book, email or a phone check-in?
- When will you communicate? How long should it take each person to respond?
- Who will you communicate with? Is there one member of a student's school-based team who will take responsibility for remaining in regular contact?

Talk about your expectations and come to a shared understanding about what families and school staff are each going to provide.

Help educators understand your child

Families have unique insight into how remote learning is working for their child.

Let school staff know:

- how long your child can focus during synchronous learning

- what your child finds most engaging
- if your child feels like they can participate
- If they can understand the material
- if assignments being sent home are a good fit for the child or need to be adapted
- what is working well at home
- if tools from school (e.g. equipment, fidget toys) could help at home

Talk to your child's teacher about how their Individual Education Plan (IEP) might need to be updated to support remote learning.

Working with technology

Ask your child's school about help available for you and your child. Some schools offer video tutorials or helplines. This might help you if your child usually uses assistive technology at school and has brought it home for remote learning.

Talk to your child about cyber security and privacy. Some students with special education needs might need parents and teachers to teach safety rules using tools like social stories.

Remote learning for students with special education needs:

Student tip sheet

Set yourself up for success

Try making a visual schedule so you know what you are doing at specific times during school hours. Setting an alarm can help you move from 'home' to 'school' mode at the beginning of the day.

Plan your workspace

Your Individual Education Plan (IEP) might have some ideas, like:

- What is the best space to work in. One with lighting that makes you comfortable, the right amount of quiet or noise, and a good place to stand or sit (e.g. chair, exercise ball, or high table).
- Headphones and a microphone. Some people prefer noise-cancelling headphones.
- Assistive devices or software or adaptive equipment. Talk to your teacher about the equipment you usually use at school and if it can come home.

Managing your work

Ask for information about the digital tools and programs you will be using. Know who and how to ask for help.

Get organized

Some strategies to keep track of work might be:

- Folders (physical or online) for different subjects with labels or colour coding.
- A schedule of class-times, meetings, work times and due dates. If your schedule is online, you can add meeting links or calendar alerts.
- Timers or alarms might help you manage your time
- Check-ins with your teacher, other school staff or your school team.

Participating in remote learning

Participating in remote learning can help you with your schoolwork and your well-being.

Turning on your camera and/or microphone might help feel more involved. You might prefer a mix of turning your camera off in large group settings and having it on during smaller ones. You could also choose a picture or an avatar instead of turning on your camera.

If you are nervous about speaking live, talk to your teacher about asking questions in a chat box or sending thoughts or questions once you have had a chance to think about what you are learning.

Advocating for yourself

It can be harder for teachers to see how you are doing with remote learning, because it is harder to hear tone of voice or see body language. You might need to tell your teachers about how you are feeling and how your learning is going. If you are a younger student, you may need your parents to help you speak up for yourself.

Tell your teacher about yourself and what helps you learn. Tell them about how you like to communicate, and whether you need other formats for your work. Talk about your sensory needs if needed, like when you might need a break from the screen or to turn off your camera.

Working with your school team on updating your Individual Education Plan (IEP) so it meets your needs in remote learning.

Talk about things that are working well with remote learning, and areas where help or changes are needed.

Ask for help as soon as possible.

Talk to your classmates or peer mentor.

I-1 (a)
RECEIVED
JAN 03 2022

December 3, 2020

Honourable Stephen Lecce
Minister of Education
315 Front Street West
Toronto, Ontario, M7A 0B8

Honourable Stephen Lecce,

RE: Support for Bill 172 An Act in Relation to Fetal Alcohol Spectrum Disorder

We, the Waterloo Region District School Board (WRDSB) Special Education Advisory Committee (SEAC), join the Trillium Lakelands District School Board (TLDSB) SEAC to share our support for Bill 172. Fetal Alcohol Spectrum Disorder (FASD) is prevalent in all communities and its impact on the individual's ability to attend and succeed in school is highly dependent on receiving specialized support and comprehensive educational strategies like those included in Bill 172.

It is essential that education staff including teachers, educational assistants, early childhood educators, and those involved directly with students are aware of FASD, able to recognize the early signs and symptoms, and trained to provide appropriate accommodations. Greater awareness and inclusion of FASD in each Board of Education's policies and guidelines is an important step in achieving equitable access to high quality education for all students.

The WRDSB SEAC asks that you acknowledge our support for Bill 172 and support and promote its important message to your respected colleagues.

Sincerely,



Sara Penny
Chair, Special Education Advisory Committee
Waterloo Region District School Board

cc. Chairs of all Ontario Special Education Advisory Committees



51 Ardelt Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
F: 519-742-1364
wrdsb.ca



FACEBOOK.COM/WRDSB



TWITTER.COM/WRDSB



INSTAGRAM.COM/WR_DSB



YOUTUBE.COM/WRDSBVIDEO



Association of Chief Speech-Language
Pathologists of Ontario District School Boards

Position Paper by the Association of Chief Speech-Language Pathologists of Ontario District School Boards (ACSLP) December 2021.

The Association of Chief Speech-Language Pathologists of Ontario District School Boards has been consistent in its position and advocacy efforts regarding [PPM81](#), the tri-ministerial policy which resulted in a fragmentation of speech and language services for school-age children in 1984. The ACSLP supports a tiered model of service delivery which includes the unification of speech and language services delivered by school board employed speech language pathologists working within the [Learning for All](#) (Ministry of Education, 2013) framework. Since the inception of PPM81, and in response to consumer dissatisfaction, provincial governments have commissioned reviews of speech and language service delivery ([Deloitte](#), 2010; [Malatest](#), 2012; [Integrated Rehabilitation](#), 2016). Each review resulted in recommendations for increased efficiencies aligned with ACSLP values and position regarding speech and language services for school-age children. Most recently, the Ministry of Education, Ministry of Children, Community and Social Services and Ministry of Health announced a review of PPM81 indicating "...the delineation between speech and language services as a service delivery challenge that is not aligned with best practice" (October 29, 2021). The ACSLP Position and rationale is provided as a response to the current government's review of PPM81.

ACSLP Position - A full range of high quality, evidence-based speech AND language services for school-aged children should be delivered in schools, by Speech-Language Pathologists (SLPs) under the direction of the District School Boards and the Ministry of Education.

School board SLPs offer services that are:

- **EQUITABLE and ACCESSIBLE** - All students attend school. Schools are accessible for families from diverse linguistic, cultural and socioeconomic backgrounds, including those who have been unable to access community services due to barriers such as eligibility requirements, geography, cultural/linguistic differences, physician referral or residency status.
- **CHILD and FAMILY-CENTRED** - Families yearn to be partners in their children's learning and development. School board SLPs work closely with families to learn about their children, set goals for school and community participation and promote well-being and achievement.
- **RESPONSIVE** - Evidence-informed instruction and intervention approaches are used in response to the strengths, needs and affinities of individual students, as well as the needs of the school community.
- **INTEGRATED** - Services within the authentic learning environment of the classroom address student specific goals in multiple developmental areas and are integrated with curricular objectives to promote inclusion and participation.
- **COLLABORATIVE** - Services are provided in partnership with teachers (classroom and special education), early childhood educators and other professionals (e.g., psychologists, occupational therapists, board certified behaviour analysts, social workers, child and youth counsellors). They are

based on deep reciprocal, interprofessional relationships and common foundational understanding of the learner and the culture of schools.

I-1 (b)

- **COMPREHENSIVE** - School board SLPs support prevention, early identification and intervention through a wide range of tiered services, including classroom-embedded, whole-class “good for all” supports, individual and/or group interventions, and capacity building for families and staff.
- **SEAMLESS** – A seamless transition to school services at school entry minimizes the need for further transitions among service providers and facilitates supported transitions from grade to grade or school to school. An SLP record that is coherent with the IEP follows the student along the journey.
- **ACCOUNTABILITY and ALIGNMENT** - School board SLPs are accountable to their respective boards for the delivery of services and programs for students with speech, language and/or complex communication difficulties. Boards offer services that respond to the needs of their families and communities. Services are coherent with strategic priorities, improvement planning processes and effectiveness frameworks.

ACSLP recommends that funding and oversight for unified delivery of speech and language services be consolidated under the Ministry of Education and the District School Boards.

December 16, 2021

The Honourable Stephen Lecce
Ministry of Education 5th Floor
438 University Ave.
Toronto, ON M5G 2K8

Dear Minister Lecce,

At the December 7th, 2021, meeting of the Special Education Advisory Committee (SEAC) of the Halton District School Board (HDSB) the following motion was carried unanimously:

“That the Chair of the HDSB Special Education Advisory Committee write a letter to the Minister of Education requesting that Attention Deficit Hyperactivity Disorder (ADHD) be included in the list of categories of exceptionalities”

ADHD is a neurobiological disorder that affects 5-12% of the population, more than 100,000 elementary and high school students in Ontario. ADHD impacts focus, impulse control, planning, and other executive functions, all skills which are required to succeed in a school setting. ADHD is recognized as a neurodevelopmental disorder in the Diagnostic and Statistical Manual of Mental Disorders (the DSM–5), in the same category as Learning Disabilities and Autism Spectrum Disorders. It is a life-long condition and is often genetic in nature.

ADHD has a neurobiological cause. It is thought to be related to an imbalance of neurotransmitters in the affected individual's brain and a lag in the development of the brain's pre-frontal cortex of up to 30% versus peers. This equates to up to approximately 3 years of lag in executive functioning skills in elementary students and up to 6 years in high school students. It can have a profound impact on a student with ADHD's physical health, academic and occupational success, and socio-emotional and mental well-being.

Many students with ADHD experience significant difficulty at school. Focus and executive functioning skills are vital in any student's life and are more closely linked to academic outcomes than intellect. Unfortunately, these essential skills require long-term explicit teaching, and cannot be remediated through the use of technology. To be successful, our students need access to specialized executive functioning programming and to be accommodated in the regular classroom

Without this support, ADHD “is associated with poor grades, poor reading, and math standardized test scores, and increased grade retention. ADHD is also associated with...relatively low rates of high school graduation and post-secondary education” (Loe et al, 2007). This lack of academic success for students with ADHD “may affect a child's emotional well-being in several ways, including feelings of anxiety, lower self-esteem, poorer psychosocial health, and poorer overall quality of life” (Peasgood et al, 2016).

The Education Act identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. None of these categories specifically include ADHD. While the memorandum, “Categories of Exceptionalities,” issued by the Ministry of Education on December 19, 2011, provides further guidance to

school boards on supporting students with ADHD, the lack of inclusion of ADHD as an exceptionality, in its own right, has led to inconsistent support for students with ADHD in Ontario.

In passing this motion, the Special Education Advisory Committee of the HDSB is asking you to consider adding ADHD as a separate exceptionality in the same category as learning disabilities and autism spectrum disorders. This category could then be more appropriately renamed Neurodevelopmental exceptionalities, rather than Communication, with Deaf and Hard of Hearing being moved into Physical Disabilities.

The inclusion of ADHD as an exceptionality would:

1. Increase the ease of access by students with ADHD to the specialized programming and appropriate accommodations they need to be successful
2. Ensure more consistent service for students with ADHD within different school boards. Currently, a child with ADHD may obtain a “Behavioural” identification in one board and a “Communication” identification in another board. Transfer between boards then becomes difficult.
3. Decrease the stigma felt by students with ADHD and their parents that often comes with the Behavioural identification required to access support.

Until ADHD is included as an exceptionality, we also recommend that the Ontario College of Teachers’ programs include education and resources on supporting students with neuro-diversities, including ADHD, as part of the curriculum and pre-service training.

I would like to thank you in advance for your consideration of this request. The members of the HDSB SEAC believe this change would allow the educational community to better serve students with ADHD and their families in Halton, and across Ontario, and create a more supportive and inclusive environment for all.

Yours Sincerely,



Alison Brindle
Chair, Special Education Advisory Committee, HDSB

Works Cited:

Irene M. Loe, MD, Heidi M. Feldman, MD, PhD, Academic and Educational Outcomes of Children With ADHD, Journal of Pediatric Psychology, Volume 32, Issue 6, July 2007, Pages 643–654,

Peasgood, Tessa et al. “The impact of ADHD on the health and well-being of ADHD children and their siblings.” European child & adolescent psychiatry vol. 25,11 (2016): 1217-1231.



DISTRICT SCHOOL BOARD OF NIAGARA

191 CARLTON ST. ■ ST. CATHARINES, ON ■ L2R 7P4 ■ 905-641-1550 ■ DSBN.ORG

I-1 (d)

RECEIVED

By Paula Curran at 3:58 pm, Jan 06, 2022

December 20, 2021

Via email: christine.elliott@pc.ola.org; minister.edu@ontario.ca; stephen.lecce@pc.ola.org;

Honourable Christine Elliott
Minister of Health
5th Floor, 777 Bay Street
Toronto, ON M7A 2J3

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, Ontario, M7A 1L2

Honourable Christine Elliott and Honourable Stephen Lecce,

We are aware that the Province of Ontario is currently challenged by a shortage of nurses. Both the health and education sectors are experiencing the impact of these shortages. Currently, there are hundreds of students across the province awaiting nursing care that is required for them to safely and meaningfully attend school. We acknowledge that school staff cannot perform the duties of a nurse/registered health care professional, but stress that it is also imperative that we take every reasonable step to ensure that all students have access to education.

Though this shortage is not the responsibility of school boards, in the DSBN, like many other school districts, we are committed to being part of a temporary solution for students and families affected. One way we have supported students requiring health care services in our schools has been to allow parents/guardians or a temporary health care service provider, designated by the parents/guardians, to visit the school, adhering to all safety protocols, to provide the health care services, where possible, for their child. Furthermore, our schools are creatively engaging with and providing academic support to students who are at home awaiting nursing care. We are aware that the Ministry of Health **'Family-managed home care/Self-directed care'** program eligibility requirements have been updated to include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses through HCCSS. The funding for this program is very difficult to access and currently, there are no families receiving this support in our region, which is likely due to the extensive and complex process required to procure the funding.

It is a clear and widespread fact that in-person learning is the best learning environment for students. With support from the province and significant planning, commitment and efforts by District School Boards, schools opened this fall. Tragically, however, many students are unable to attend school with their peers, and their families are bearing the majority of the burden in managing the care of students who do not have at-school nursing support secured at this time.

While we acknowledge that there are ongoing Provincial level discussions occurring across various Ministries, in regard to the nursing shortage, we request that this issue be the top priority for this government and that an immediate and accessible solution be developed to allow all children access to the learning they require and deserve.

Sincerely,

Linda Morrice, Chair
Special Education Advisory Committee, District School Board of Niagara

cc: Chairs of all Ontario Special Education Advisory Committees