



Special Education Advisory Committee

Thursday, April 21, 2022

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 6:00-6:05				
(a) Welcome/ Land Acknowledgement Statement			√	W. Rose
(b) Roll Call			√	W. Rose
(c) Agenda Additions/ Deletions/ Approvals		√	√	W. Rose
LEARN				
B-1 Timed Items 6:05 – 6:45				
(a) Grand Erie's Special Education Plan 2021-22 – draft*	√	√		J. White/L. Sheppard/F.Lainson/P. Bagchee
(b)				

Learn Lead Inspire



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Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings – 6:45-7:15				
(a) Ratification of Minutes March 10, 2022*			√	W. Rose
(b) Transitions – School Day*	√	√		F. Lainson/L. Sheppard
(c) Project Search – update	√			J. White
(d) Ltr – Wait times for Psychoeducational Assessments*	√	√		W. Rose
(e) EQAO update*	√	√		F. Lainson
LEARN				
D-1 New Business – 7:15 – 7:45				
(a) Special Incidence Portion (SIP) Process*	√	√		F. Lainson/L. Sheppard
(b) Educational Assistants – 2022-23	√	√		J. White
(c)				
(d)				
LEAD				
E-1 Other Business				
(a)				

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Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items – 7:45-8:00				
(a) Policy/Procedures Out for Comment* The following policies and procedures are up for review as part of the ongoing review cycle. Any comments can be sent to policiesandprocedures@granderie.ca by April 28, 2022 . Please see links below: <ul style="list-style-type: none"> • Advocacy (F5) • Disposal of Surplus Damaged or Obsolete Furnishings and Equipment (F112) • Purchasing Card Program (F102) • Purchasing Card Program Manual (F102) • Travel and Expense Claims (F103) 	√			W. Rose
(b) Trustee Updates	√			R. Collver/T. Waldschmidt
(c)				
(d)				
(e)				
(f)				



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Item	Info.	Dia.	Res.	Responsibility
LEARN LEAD INSPIRE				
G-1 Information Items				
(a)				
LEARN LEAD INSPIRE				
H-1 Community Updates				
(a)				
(b)				
LEARN LEAD INSPIRE				
I-1 Correspondence – 8:00-8:10				
(a) LDAO SEAC Circular – April 2022*	√			W. Rose
(b) LTR – York CDSB - SIP	√			W. Rose
(c) LTR – York CDSB – Nursing Shortages	√			W. Rose
(d)	√			W. Rose
(e)	√			W. Rose
(f)				



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Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
J-1 Future Agenda Items and SEAC Committee Planning – 8:10-8:15				
(a) Modified day				
(b) Summer programs for students with special education needs				
(c) The Ontario Human Rights Commission Report on the Right to Read				
(d) Grand Erie's Annual Learning and Operating Plan – Mid-Year Update				
K-1 Next Meeting				
Thursday, May 19, 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

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Special Education Advisory Committee

Thursday, April 21, 2022

MS Teams Virtual Meeting

AGENDA

AGENDA ITEM(S)

Standing:

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



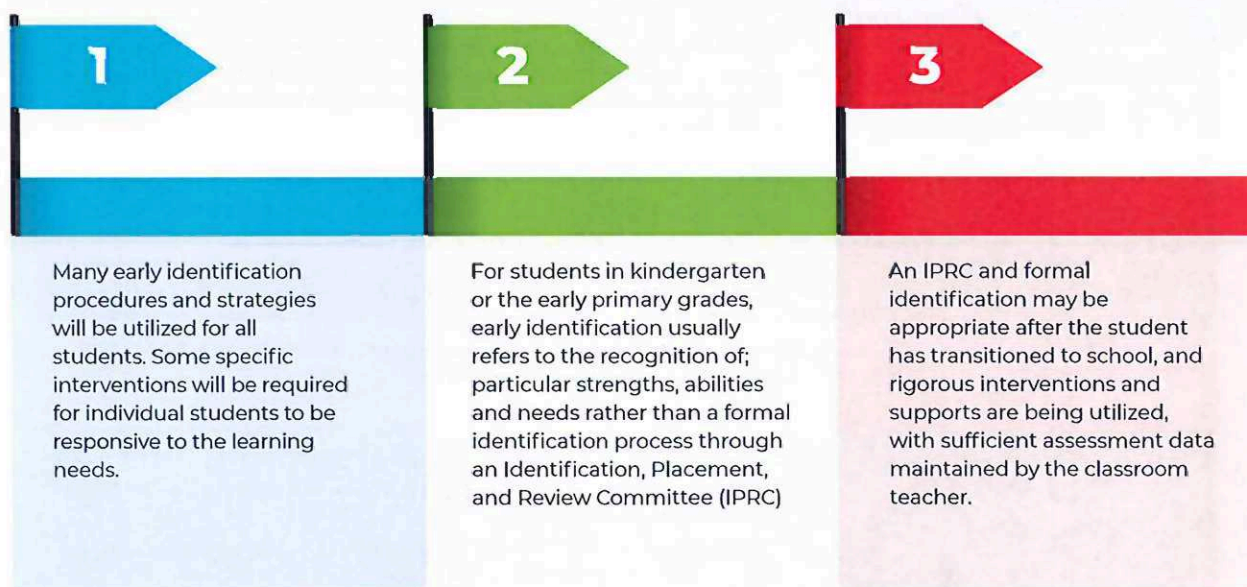
Standard 4:

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The purpose of the standard is to provide details of the Board's early identification procedures and intervention strategies to the ministry and to the public.

Early identification and intervention is needed to determine each child's strengths and learning needs, and Policy/ Program Memorandum 11 guides the work in Grand Erie in that; "These procedures are part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue, ongoing, throughout a child's school life for students at all ability levels."

Early identification and intervention includes assessment, monitoring, instruction, intervention, and community support, as needed.



Guiding Principles that are critical to the success of the entry to school planning process:

- A focus on the Whole Child and the Family
- Collaboration
- Full Participation for the Student
- Responsiveness (Planning Entry to School: A Resource Guide, Ministry of Education, 2005)



SPECIAL EDUCATION PLAN 2022

EARLY IDENTIFICATION

Educator Team and Parent Collaboration

Information Sharing	<ul style="list-style-type: none"> ■ Spring Information Session offered by the school to families. ■ Individual Case Conference (if needed). Community Agency Reports (if available).
Home Connection Form	<ul style="list-style-type: none"> ■ Teacher provides questionnaire or input form to the family, with the purpose of getting to know the student. ■ Families may provide information or assessments about their child that are pertinent to school (i.e.; Speech Language Assessments, Intensive Behavioural Intervention (IBI) reports).
Open Communication	<ul style="list-style-type: none"> ■ Educator team monitors student development, learning abilities and needs and shares observations and evidence from school. ■ Family dialogues with Educator team on observations, learning and growth. ■ To communicate with each other about any concerns as they arise, with suggestions about appropriate resources and personnel for support as needed.
Communication of Learning	<ul style="list-style-type: none"> ■ Provide parents with an overview of observations of their child's learning in relation to the overall expectations in the Kindergarten Program with information about appropriate next steps to further the child's learning.
Interventions and Support	<ul style="list-style-type: none"> ■ To implement strategies of intervention and work with all support personnel as needed to address observed needs of the child. ■ Communicate concerns as they arise, with suggestions about appropriate resources and personnel for support as needed. Be involved in decisions about the education and learning of the student.
Community Support	<ul style="list-style-type: none"> ■ Access available community agencies that can assist with the child's growth and development, as needed.
Learning Partnership	<ul style="list-style-type: none"> ■ Parents play an important role in their children's learning. ■ Studies show that children perform better in school if their parents are involved in their education. ■ By becoming familiar with the Kindergarten program, parents can better appreciate the value of play-based learning and learn about the attitudes, skills, and strategies that their children are developing. ■ This awareness will enhance parents' ability to discuss their children's learning with them, to communicate with educators, and to ask relevant questions about their children's development. ■ Knowledge of the program will also help parents understand their children's growth in learning and will enhance their ability to work with educators to improve their children's learning and development. (The Kindergarten Program 2016.)



Early and Ongoing Identification and Intervention Process

Referring a Student for an Assessment

The steps listed are part of the continuous assessment and program planning needed to support understand the learning profile of a student. There are a variety of assessments, from informal to formal, requiring increased expertise in specific forms of testing may be necessary.

The following assessments may be utilized to determine programs and services that will meet a student's educational needs.

STEP

1

- Complete an OSR search
- Complete a Student Profile documenting background and attempted strategies
- Inform parent about any concerns regarding child's progress
- Provide remedial strategies
- Consult with previous classroom teachers, LRT, administrator and parent/guardian
- Provide on-going assessment within the classroom

The parent/guardian will be informed of the School Team process and opportunities to be involved. (Appendix B). With verbal parental consent, the School Team (classroom teacher, LRT, administrator, Child and Youth Worker) meet to discuss student's strengths and needs, while determining next steps. Parent/guardian will be informed of the next steps and recommendations from the School Team. School Team process may be repeated if concern is unresolved.

STEP

2

- School Team determines that appropriate strategies are in place. The teacher will inform parents about the results of the meeting and will continue to monitor progress in the classroom, or;
- School Team recommends additional strategies and determines that on-going monitoring is required. The teacher will inform parents about the results of the meeting. The School Team may reconvene at a later date to further discuss next steps, or;
- School Team determines that further assessment and intervention is required. A timeline for the next steps is established, with follow up plan.
- Inform parents/guardians of next steps for consent.

When all in-school supports have been exhausted, the parent/guardian is consulted and provides consent about discussing their child's needs with the Resource Team. Upon referral to the Resource Team (see Appendix B), additional assessments may be required or advisable. Possible next steps may include, some or all of these assessments, with informed and/or written consent from the parent/guardian.



Early and Ongoing Identification and Intervention Process

Referring a Student for an Assessment

STEP

3

- LRT may complete an Academic Achievement Battery (AAB), or another educational assessment to provide
- recommendations and strategies to be implemented by school personnel
- A referral to the family physician may be suggested to identify physiological factors interfering with learning. Parents may wish to undertake private assessments (eg. psychologist, speech).

Possible next steps from the Resource Team may occur, with informed and/or written consent from the parent/guardian;

- Make recommendations for programs or services and establish a date to review progress A Psycho-Educational assessment by qualified personnel
- Professionals such as Occupational or Physical therapy
- Psychologist or Speech Language Pathologist may complete an assessment and share recommendations for programming, resources or services.

The student may be referred to an IPRC (see Appendix E), depending on the recommendations of the Resource Team and discussions with the parent/guardian. Parents may also request an IPRC by contacting the school Principal in writing. Continued assessment may be required.



Types of Assessments Used to Assist in the Development of Appropriate Educational Programs

1 Educational Assessments	<ul style="list-style-type: none">These assessments are made for learning, as learning, and of learning (Learning For All, 2013). They identify strengths and weaknesses. Recommendations and/or strategies support the development of next steps of intervention, using tiered intervention.
2 Standardized Assessments	<p>Tests of Perceptual Development</p> <ul style="list-style-type: none">These are tests and/or observations that may indicate strengths/weaknesses with the processing of visual and/or auditory information. <p>Test of Intellectual Abilities</p> <ul style="list-style-type: none">These are tests that measure an individual's ability levels at a given point in time. The results of these tests are used by teachers to help students reach their maximum functioning level by identifying their strengths and weaknesses. <p>Tests of Academic Achievement</p> <ul style="list-style-type: none">These are standardized tests which measure an individual's performance on reading, spelling and mathematics tasks.
3 Psycho-Educational Assessments	<ul style="list-style-type: none">A psycho-educational assessment may include tests of intellectual abilities, perceptual development and/or academic achievement. These tests are conducted by a Psycho-educational Consultant or Psychological Associate who are qualified to administer such tests. Psycho-educational Consultants are supervised by Psychological Associates.
4 Behaviour Assessments	<p>Functional Behaviour Assessment</p> <ul style="list-style-type: none">A process that identifies target behaviour, and behaviour function, to understand what maintains behaviour. This leads to intervention plans to teach alternative behaviours and social skills. <p>Behavioural Assessments:</p> <ul style="list-style-type: none">These assessments measure a child's adjustment to social situations.They are conducted by qualified personnel and may involve observations or checklists
5 Speech-Language Assessments	<ul style="list-style-type: none">Include tests of articulation, voice, stuttering and receptive and expressive language. These tests are conducted by Speech- Language Pathologists. <p>Speech: These tests may involve the following:</p> <ul style="list-style-type: none">assessment of the child's ability to produce speech sounds and control the muscles and oral structures required for speech; assessment of vocal quality, pitch, loudness and resonance; assessment of stuttering. <p>Language: These tests may involve the following:</p> <ul style="list-style-type: none">assessment of the child's understanding of oral language; assessment of the child's ability to orally express himself/herself; assessment of a child's needs for additional communication support.



SPECIAL EDUCATION PLAN 2022

Informing Parents/Guardian(s)



When Referring a Student for an Assessment

- A variety of assessments, from informal to formal, requiring different expertise may be necessary during the student's academic year.
- Assessment of a student begins with the teacher, in the classroom, using a variety of methods on a regular basis (such as; work samples, portfolios, teacher-made tests, observations) to evaluate growth and progress.
- If a student is experiencing difficulty which could affect their ability to meet the curriculum, the parent/guardian will be informed of any further assessment before it occurs.
- Informed consent by a parent/guardian is required before any additional assessments occur at school.



When Sharing about a Student Who is Experiencing Difficulty

- Regular and on-going communication between the classroom teacher and the parent/guardian is essential to student success.
- Parent/guardian will be informed by the classroom teacher or Principal when the student is experiencing difficulty while at school to collaborate, problem solve, and/or be informed of an intervention strategy to be utilized.



When Considering a Student for Referral to an Identification, Placement and Review Committee (IPRC)

- Students who have an exceptionality (behavioural, communication, intellectual, physical, or multiple exceptionalities) may have educational needs that need to be met through:
 - accommodations to classroom programming
 - modified educational programs that are below the age- appropriate grade level expectations for a particular subject or course
 - alternative expectations that are developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum

The student may also be recommended to be considered for an IPRC as a method to identify the student with an exceptionality, and determine the most appropriate placement option to meet their needs.

- When a student is recommended to IPRC, the Resource Team will examine existing information from a variety of sources regarding to ensure it aligns with Ministry definitions and Board criteria as an exceptional student.
- In preparation for the IPRC the parent/guardian will receive;
 - The Letter of Invitation to the IPRC
 - a copy of the Parents' Guide to Special Education and any information that will be presented at the meeting (See Appendix E)

To learn more about the IPRC process visit:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/identifi.html>



Informing Parents/Guardian(s)



When Considering a Student for a Special Education Program and Related Services But Not Referring to IPRC

- Students who receive Special Education Programs and/or Services in Grand Erie may not be formally identified as exceptional.
- An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed by the board to require a special education program or service in order to attend school, or to achieve curriculum expectations and/or to demonstrate learning.
- In addition, School LRTs may work with classroom teachers and students in the classroom to help them achieve curriculum expectations. The role of the LRT role is to support the classroom teacher to program for and implement learning experiences for students in their classrooms, not withdrawal of students.

For the types of early intervention strategies that are used to support students prior to referral to IPRC, refer to **Accommodations (Standard 9)**.



Parents can request and initiate a referral to an IPRC for their child.

Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils", once a child has been enrolled in school, parents have the right to request that the principal refer their child to an IPRC.

The principal must provide the parent/guardian with a written acknowledgement of the request.

Standard 4: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The purpose of the standard is to provide details of the Board's early identification procedures and intervention strategies to the ministry and the public.

Grand Erie strongly supports an early identification and intervention process for students with special education needs. For students in kindergarten or the early primary grades, early identification usually refers to the recognition of particular strengths, abilities, and needs, rather than a formal identification process through an Identification, Placement, and Review Committee (IPRC), although identification can happen at any age. Early identification and intervention includes assessment, monitoring, instruction, intervention, and community support as needed. Many of the early identification steps will be taken for all students – some specific interventions will be required for individual students as learning needs are noted. The purpose of early identification is to determine each child's strengths and learning needs. Movement toward an IPRC and formal identification is dependent upon sufficient time at school to first track the success/lack of success with attempted interventions and determine if an educational identification is required.

Grand Erie complies with the *Ministry Policy/Program Memorandum # 11 (1982)* which states: These procedures are part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue, ongoing, throughout a child's school life for students at all ability levels.

Guiding Principles that are critical to the success of the entry-to-school planning process:

- A Focus on the Whole Child and the Family
- Collaboration
- Sensitivity to Diversity
- Clear Definitions
- Responsiveness (Planning Entry to School: *A Resource Guide* Ministry of Education 2005)

The Role of the Educator Team (teacher and designated early child educator)	The Role of the Parent/Guardian
<ul style="list-style-type: none">• To lead a Spring Information session for the parents/guardians of children who will enter Kindergarten in the Fall	<ul style="list-style-type: none">• To attend a Spring Information session for the child who will enter Kindergarten in the Fall
<ul style="list-style-type: none">• To invite children to participate in a Spring orientation visit	<ul style="list-style-type: none">• To ensure the child participates in a Spring orientation visit
<ul style="list-style-type: none">• To attend an information sharing case conference with parents and community partners in late Spring, as needed• To review and store community agency reports highlighting student strengths and needs, if one is shared	<ul style="list-style-type: none">• To attend an information sharing case conference if requested
<ul style="list-style-type: none">• To collect significant information that will help the educator team get to know and understand the child• To listen to the parent/guardian share information about their child	<ul style="list-style-type: none">• To provide information that will help the teacher get to know the child, which may include permission for the release of information from outside community agencies

The Role of the Educator Team (cont.) (teacher and designated early child educator)	The Role of the Parent/Guardian (cont.)
<ul style="list-style-type: none"> To provide the parent/guardian with the <i>Kindergarten Home Connection Form</i> (Appendix D) for completion 	<ul style="list-style-type: none"> To complete the <i>Kindergarten Home Connection Form</i> (Appendix D)
<ul style="list-style-type: none"> To monitor student development, learning abilities, and needs while collecting evidence of learning over time to demonstrate achievement of expectations 	<ul style="list-style-type: none"> To dialogue with the teacher on student development, learning abilities, and needs
<ul style="list-style-type: none"> To “provide parents with an overview of initial observations of their child’s learning in relation to the overall expectations in the Kindergarten Program with information about appropriate next steps to further the child’s learning” (Growing Success, Kindergarten Addendum, pg. 12) To send home a Kindergarten Communication of Learning: Initial Observations mid to late November followed by parent visits where they can observe and share information To complete a written anecdotal Kindergarten Communication of Learning and provide it in February and June 	<ul style="list-style-type: none"> To attend the structured parent/guardian observations visit and parent interviews/student-led conferences focused on the child’s portfolio (November-December) To read the Kindergarten Communication of Learning, providing follow-up where needed
<ul style="list-style-type: none"> To implement strategies of intervention and work with all support personnel as needed to address observed needs of the child 	<ul style="list-style-type: none"> To dialogue with the teacher on student development, learning abilities, and needs
<ul style="list-style-type: none"> To communicate with parents any concerns as they arise, with suggestions about appropriate resources and personnel for support as needed Refer to School Team observed needs of the child for speech and language, cognitive and behavioural assessments, occupational, and/or physiotherapy 	<ul style="list-style-type: none"> To be regularly involved in decisions about the education of their child To access available community agencies that can assist with their child’s growth and development

PLEASE NOTE: If a child enters school for the first time in Grade 1 or later, and the teacher has a concern about the child’s progress, the parent/guardian should be informed, and the teacher utilizes strategies to resolve the concern. If concern remains refer to School Team Process. (Appendix B)

Parents play an important role in their children’s learning. Studies show that children perform better in school if their parents are involved in their education. By becoming familiar with the Kindergarten program, parents can better appreciate the value of play-based learning and learn about the attitudes, skills, and strategies that their children are developing. This awareness will enhance parents’ ability to discuss their children’s learning with them, to communicate with educators, and to ask relevant questions about their children’s development. Knowledge of the program will also help parents understand their children’s growth in learning and will enhance their ability to work with educators to improve their children’s learning and development. (The Kindergarten Program 2016.)

Early and Ongoing Identification and Intervention Process for Referring a Student for an Assessment

Classroom Teacher's first steps:

- Complete an OSR search – Complete a Student Profile documenting background and attempted strategies
- Inform parent about any concerns regarding child's progress
- Attempt remedial strategies (Class Act, Sound Bites, Lexia, etc.)
- Consult with previous classroom teachers, LRT, administrator and parent/guardian
- Provide on-going assessment within the classroom: work samples, portfolios, teacher-made tests, running records, observations, Brigance, DRA, Benchmark Reading Assessment, Kindergarten Cumulative Assessment Portfolio (KSCAP)

The parent/guardian will be informed of the School Team process and opportunities to be involved. (Appendix B). With verbal parental consent, the School Team (classroom teacher, LRT, administrator, Child and Youth Worker) meet to discuss student's strengths and needs, while determining next steps. Parent/guardian will be informed of the next steps and recommendations from the School Team. School Team process may be repeated if concern is unresolved.

School Team determines that appropriate strategies are in place. The teacher will inform parents about the results of the meeting and will continue to monitor progress in the classroom.

School Team recommends additional strategies and determines that on-going monitoring is required. The teacher will inform parents about the results of the meeting. The School Team may reconvene at a later date to further discuss next steps.

School Team determines that further assessment and intervention is required. A timeline for the next steps is established, with follow up plan. Inform parents/guardians of next steps for consent.

Possible next steps may include, some or all of these assessments, with informed and/or written consent from the parent/guardian;

- LRT may complete an Academic Achievement Battery (AAB), or another educational assessment to provide recommendations and strategies to be implemented by school personnel
- A referral to the family physician may be suggested to identify physiological factors interfering with learning.
- Parents may wish to undertake private assessments (eg. psychologist, speech).

When all in-school supports have been exhausted, the parent/guardian is informed that their child is being referred to the Resource Team, with parent/guardian consent. Upon referral to the Resource Team (see Appendix B), additional assessments may be required or advisable.

Possible next steps from the Resource Team may occur, with informed and/or written consent from the parent/guardian;

- Make recommendations for programs or services and establish a date to review progress
- A Psycho-Educational assessment by qualified personnel
- Professionals such as Occupational or Physical therapy
- Psychologist or Speech Language Pathologist may complete an assessment and share recommendations for programming, resources or services.

The student may be referred to an IPRC (see Appendix E), depending on the recommendations of the Resource Team and discussions with the parent/guardian. Parents may also request an IPRC independently. Continued assessment may be required.

Procedures used within Grand Erie DSB for referring a student for an assessment

- At various steps in the School Team Process, a variety of assessments, from informal to formal, requiring increased expertise in specific forms of testing may be necessary. The following may be the hierarchy of assessments a student could require, to determine programs and services that will meet his/her educational needs. At each level (other than regular classroom methods), the parent/guardian must give written consent and be informed of the outcome of the assessment.
- Assessment of a student begins with the teacher in the classroom using a variety of methods on a regular basis (such as work samples, portfolios, teacher-made tests, observations, checklists, Brigance, DRA (Diagnostic Reading Assessment), BAS (Benchmark Assessment System) to evaluate student progress.
- If the classroom teacher notices that a child is experiencing difficulty during the course of ongoing assessment which could affect his/her ability to meet the curriculum, the parent/guardian that further testing by the School's LRT may be necessary. The teacher will discuss the School Team Process with the parent/guardian.
- With informed, written parent/guardian consent, the LRT may administer the, Academic Achievement Battery (AAB), or any other educational assessment. The parent/guardian, classroom teacher and LRT will discuss the results of the assessment along with recommendations or strategies to be implemented by school personnel and the parent/guardian.
- Upon referral to the School Resource Team, a psycho-educational assessment by qualified personnel may be recommended to the parent/guardian for the child. This form of assessment may include tests of intellectual abilities, perceptual development and/or academic achievement. The parent/guardian and school personnel will be informed of the results of the assessment and recommendations.
- Results of the assessment and recommendations from the support personnel will be implemented by the classroom teacher.
- A referral to the family physician may be suggested to identify any physiological factors, which may interfere with learning.
- The child may be referred to an IPRC depending on the recommendations of the Resource Team and discussions with the parent/guardian. Further assessment by a speech-language pathologist, psychologist or outside agencies or health care

Grand Erie DSB personnel use the following types of assessment:

Educational Assessments	Psycho-educational Assessments
<ul style="list-style-type: none">• These assessments are made for learning, as learning, and of learning (Learning For All, 2013). They identify strengths and weaknesses. Recommendations and/or strategies will be a component.	<ul style="list-style-type: none">• A psycho-educational assessment may include tests of intellectual abilities, perceptual development and/or academic achievement. These tests are conducted by a Psycho-educational Consultant or Psychological Associate who are qualified to administer such tests. Psycho-educational Consultants are supervised by Psychological Associates.

<p>Test of Intellectual Abilities</p> <ul style="list-style-type: none"> • These are tests that measure an individual's ability levels at a given point in time. The results of these tests are used by teachers to help students reach their maximum functioning level by identifying their strengths and weaknesses. 	<p>Tests of Perceptual Development</p> <ul style="list-style-type: none"> • These are tests and/or observations that may indicate strengths/weaknesses with the processing of visual and/or auditory information.
<p>Tests of Academic Achievement</p> <ul style="list-style-type: none"> • These are standardized tests which measure an individual's performance on reading, spelling and mathematics tasks. 	<p>Functional Behaviour Assessment</p> <ul style="list-style-type: none"> • A process that identifies target behaviour, and behaviour function, to understand what maintains behaviour. This leads to intervention plans to teach alternative behaviours and social skills. <p><u>Behavioural Assessments:</u></p> <ul style="list-style-type: none"> • These assessments measure a child's adjustment to social situations. • They are conducted by qualified personnel and may involve observations or checklists.
<p>Speech-Language Assessments</p> <ul style="list-style-type: none"> • Speech-Language Assessments may include tests of articulation, voice, stuttering and receptive and expressive language. These tests are conducted by Speech-Language Pathologists. <p>Speech: These tests may involve the following:</p> <ul style="list-style-type: none"> ○ assessment of the child's ability to produce speech sounds and control the muscles and oral structures required for speech; ○ assessment of vocal quality, pitch, loudness and resonance; ○ assessment of stuttering. <p>Language: These tests may involve the following:</p> <ul style="list-style-type: none"> ○ assessment of the child's understanding of oral language; ○ assessment of the child's ability to orally express himself/herself; ○ assessment of a child's needs for additional communication support. 	

After the Assessment

- Recommendations may be made for further assessment by other board personnel, outside agencies, or health care. The Resource Team will provide the parent/guardian with an explanation of the need for further assessment. For the School Board to release or receive information, including assessments from outside agencies, the parent/guardian must provide written authorization for the exchange of information (Appendix I - Consent for Disclosure and Collection of Information).
- The child may be referred to an Identification, Placement, and Review Committee (IPRC) meeting depending on the recommendations of the Resource Team and discussions with the parent/guardian.
- Once a child is referred to IPRC and determined to be exceptional, the recommended program will be implemented by the classroom teacher
- The parent/guardian will continue to be informed of his/her progress through consultation in the development and review of the IEP at each reporting period. In addition, the parent/guardian will receive confirmation of their child's progress at the annual IPRC.

Procedures for Providing Parent/Guardians with Notice that their Child is Being Considered for Referral to an IPRC

- Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational program that is modified below the age-appropriate grade level expectations for a particular subject or course. www.edu.gov.on.ca/eng/parents/speced.html Needs may also be best met through alternative expectations that are developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum, and can include skills areas like gross motor and life skills.
- Through ongoing involvement in the School Team Process, the parent/guardian will be aware of his/her child's strengths and needs. When recommending a referral to IPRC, the Resource Team will examine information from a variety of sources regarding the student to see if it matches Ministry definitions and Board criteria.
- The parent/guardian will be informed by the School Principal of the Resource Team's decision to refer the child to IPRC. Along with the Letter of Invitation to the IPRC, the parent/guardian will receive a copy of the *Parents' Guide to Special Education* and any information that will be presented at the meeting (Appendix E)
- Parents may also request and initiate a referral to the IPRC. According to Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils", once a child has been enrolled in school, parents have the right to request that the principal refer their child to an IPRC. The principal must refer the student to an IPRC upon receiving a written request from the parent.

Procedures for Providing Parent/Guardians with Notice that their Child is Being Considered for a Special Education Program and Related Services if the Child is *Not* Being Referred to IPRC

- All students who receive Special Education Programs and/or Services in Grand Erie may not be formally identified as exceptional. This philosophy blends with the following statement from Special Education in Ontario, Kindergarten to Grade 12: The Individual Education Plan, Ministry of Education 2017
 - *An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed by the board to require a special education program or services in order to attend school or to achieve curriculum expectations and/or to demonstrate learning.*
 - o In addition, School LRT's may work with non-identified students in the regular classroom to help them achieve the curriculum expectations. The majority of the LRT's role is to support the classroom teacher to program for and implement learning experiences for students in their classrooms, not withdrawal of students.
 - o This type of support is seen as a preventative measure, allowing students to overcome difficulties and be successful in the school environment.

For the types of early intervention strategies that are used to support students prior to referral to IPRC, refer to Accommodations (Standard 9).

Early Intervention Supports for Students Prior to IPRC

The following agencies can be contacted for assistance determining best available supports in the community:

Contact Brant 519-758-8228 www.contactbrant.net
Haldimand Norfolk REACH 519-587-2441 or 1-800-265-8087 www.hnreach.on.ca
Lansdowne Children's Centre 519-753-3153 www.lansdownecentre.ca

In May 2007, the Ministry of Education issued PPM 140: Incorporating Methods of Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders, which provides direction to school boards and supports their use of Applied Behaviour Analysis (ABA) as an effective instructional approach in the education of students with Autism Spectrum Disorder (ASD).

PPM 140 outlines ABA and two requirements that must be in place for students with ASD:

- School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods;
- School board staff must plan for the transition between various activities and settings involving students with ASD.

Grand Erie employs Board Certified Behaviour Analysts, Behaviour Counsellors with ABA expertise and an ABA Coordinator to support the implementation of PPM 140. The ABA Coordinator supports the implementation of the Connections for Students transition process.

Connections for Students

The purpose of Connections for Students is to support students as they transition from IBI services within the Ontario Autism Program to applied behaviour analysis (ABA) instructional methods in a publicly funded school.

Connections is a multidisciplinary, student specific and school-based transition team that;

- Is comprised of the Principal, Parent/Guardian, classroom Teacher, ABA Coordinator and School Support Program ASD Consultant and other multidisciplinary staff, as required.
- Begin to meet 6 months prior to the student completing IBI services, and continue to meet monthly until 6 months after discharge from IBI services
- Aligns Individual Education Plans (IEPs), transition plans and behaviour/safety plans to support the student in acquiring, generalizing and maintaining their skills
- Support collaboration between the school board, regional autism provider and the family

Grand Erie DSB Students Involved in Connections during 2020-21 School Year

- To date, 2 students have been discharged from Connections this year and 1 student withdrew from our Board for homeschooling
- Currently, we have 4 students involved in Connections.



SPECIAL EDUCATION PLAN 2022

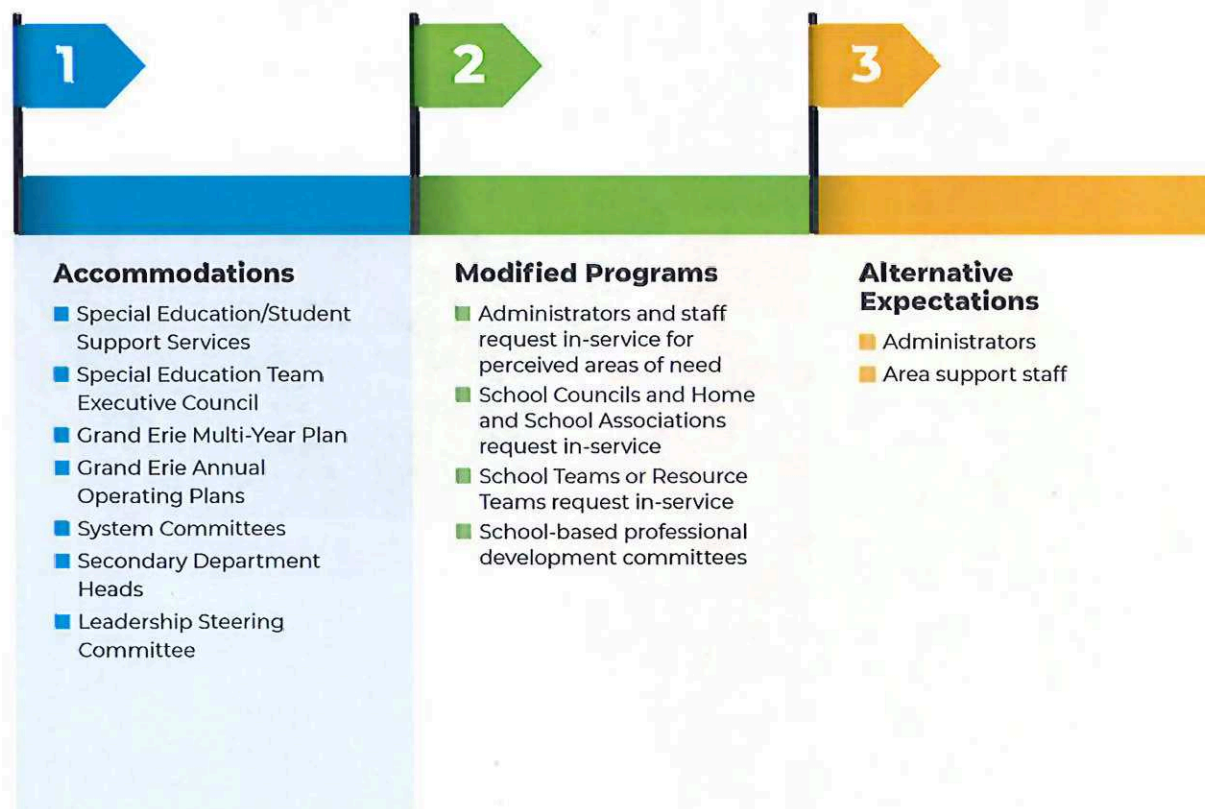
Standard 10: INDIVIDUAL EDUCATION PLANS (IEP)

The purpose of the standard is to inform the ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

The IEP is a written plan describing the special education program and/or services required by a student with special needs. An IEP is a working document that can be updated, changed, or altered at any time throughout the year and is a reflection of the results of a variety of types of assessments. It describes the strengths and needs of the student, the special education programs (accommodations, modifications, and/or alternative programs), supports, and services necessary to assist with student learning.

An IEP is developed in collaboration with the parent(s)/guardian(s), the classroom teacher(s), the Learning Resource Teacher (LRT), and the principal. It is professional process between school educator teams, parents/guardians, school board and community professionals and the student (16 years of age or older or where appropriate).

An IEP is a working document that include accommodations, modified curriculum expectations and/or alternative curriculum goals.





Reasons for Creating an IEP

Timing

An IEP must be developed within thirty (30) days for all students identified as exceptional through the Identification, Placement, and Review Committee (IPRC) process. (Ministry of Education Regulation 181/98).

No Formal Identification

An IEP may be developed for a student who has *not* been formally identified as exceptional but who requires special education programs and/or services

Parent Inquiry

A parent may inquire about the initiation of an IEP through their child's classroom teacher, the Learning Resource Teacher, or the school principal.



SPECIAL EDUCATION PLAN 2022

The IEP Process

1

Gathering information

- Sources: Ontario Student Record (OSR), assessments, consult with parents, consult with professionals, observation data.

2

Setting the Direction

- Identify the reason for the IEP, create a student profile, identify the strengths and needs (if IPRC has occurred, use the strengths and needs from the report), establish roles and responsibilities.

3

Developing the IEP to include the student's special education program and services

- Include suggestions from the IPRC, Applied Behaviour Analysis methods for students diagnosed with Autism Spectrum Disorder, accommodations beyond the regular classroom program, identify modified and/or alternative subjects/courses and the corresponding teaching and assessment strategies for these programs, document human resources, individual equipment, develop a transition plan, record consultation details.

4

Implementing the IEP

- Share the IEP with student (if appropriate), parent, and school staff. Put the IEP into practice, continuously assess student progress, adjust IEP as necessary in consultation with parents, evaluate the student's learning and report the assessment findings at the reporting periods.

5

Reviewing and updating the IEP

- Update the learning expectations at the beginning of each reporting period based on the results of the last reporting period or new assessment data. Record revision consultation in the Consultation section, send home a copy of the IEP and store a copy in the Ontario Student Record.



SPECIAL EDUCATION PLAN 2022

Training Logistics

The IEP process involves repeated review, evaluation, and adjustment throughout the school year. There should be a clear link between the learning expectations outlined in the IEP and provincial progress report and report cards.

The IEP transition plan outlines goals for the student as they move through significant transitions in their education. These transitions include entry to school, grade to grade, school to school, school to community, and transitions throughout the day, where appropriate. Transitions align with Program/Policy Memorandum 156. When a student has a diagnosis of autism spectrum disorder, there must be a well-developed transition plan and the inclusion of Applied Behaviour Analysis methods in the program as per **Program/Policy Memorandum 140**.

An IEP information brochure called **Individual Education Plan (IEP) – A Guide for Parents** is available for schools to share with families and is found in **Appendix F**.

IEPs are completed, and a copy sent home at the following times and/or when there are changes made in collaboration with the parent/guardian and/or student:

	Timelines	Inclusions
IEP #1	Within the first thirty (30) days of the school year in compliance with Ministry Guidelines	Program expectations for the first term – September to February
IEP #2	With term 1 report cards	Program expectations from February until the end of June
IEP #3	With term 2 report cards	Recommendations from the IPRC annual review Program expectations are included for the entire year for reflection

Parents may not agree with everything in an IEP or the focus may differ from their requests. Schools are responsible for establishing a program that best suits a child's strengths and needs while at school. The school principal is ultimately responsible for the initiation, implementation, and review of the IEP and ensuring that the parent is consulted in its development. The principal is not obliged to implement parental suggestion but must consider requests and provide rationale.

Collaboration between school staff and parents is essential. If you have a questions or concern about your child's learning or the IEP, the following process is the approach to addressing your concerns.



If you still have questions after speaking with school staff, you may contact the Superintendent of your child's school.

Standard 10: INDIVIDUAL EDUCATION PLANS (IEP)

The purpose of the standard is to inform the ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

Grand Erie strives to plan an educational program for a student with special education needs through communication among:

- School Team members
- Parents/guardians
- School board and community professionals involved with the student
- The student (where appropriate)

IEP development is a collaborative process that is usually initiated by the school, after collection of observation and assessment data that reveals some difficulty accessing the curriculum. Parents may inquire about the initiation of an IEP through their child's classroom teacher, the Learning Resource Teacher, or the school principal.

While each school has an individual process for IEP development and implementation, in general the Learning Resource Teacher coordinates the development of the IEP while the classroom teacher is responsible for decisions related to program planning. The principal monitors overall implementation.

School staff participate in consultation with parents/guardians and students at various phases in the process. Consultation may take the form of a letter requesting input, a phone call, a meeting, or other appropriate informal or formal consultation methods. An IEP information brochure called *Individual Education Plan (IEP) – A Guide for Parents* is available for schools to share with families and is found in Appendix F of this document.

The IEP process follows five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP to include the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

The Individual Education Plan is divided into the following sections:

i. Identification

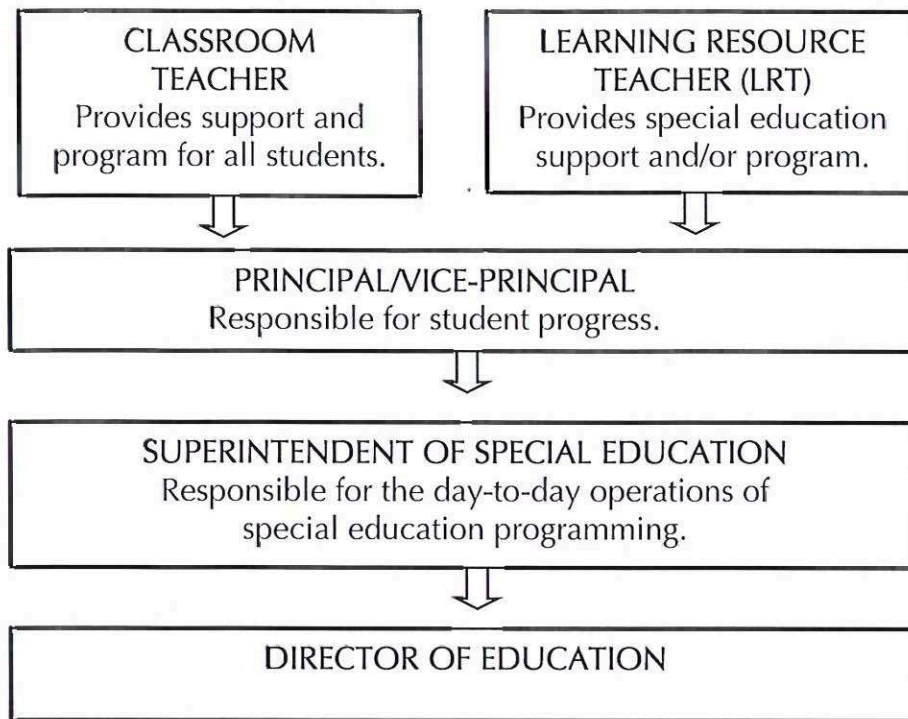
- Reason for development of the IEP
- Placement information
- IEP completion date
- IEP revision date
- Student Profile
- Ontario Education Number (OEN)
- Exceptionality
- IPRC Placement Decision (as applicable)
- IEP Development Team
- Assessment
- Relevant Educational & Clinical Assessment Data
- Strengths
- Needs

- Health Support Services
- Accommodations
- Instructional Accommodations
- Environmental Accommodations
- Assessment Accommodations
- ii. Human Resources
- iii. Equipment
- iv. Provincial Assessments
 - Permitted Accommodations
 - Exemptions from Provincial Assessment
- v. Elementary Program Exemptions
- vi. Secondary compulsory course substitutions
- vii. Program Areas
 - Modified Programs
 - Accommodations
 - Alternative Programs
 - Baseline Level of Achievements
 - Annual Program Goal
 - Learning Expectations, Teaching Strategies and Assessment Methods
 - Teaching Strategies
 - Strengths/Areas for Improvement/Next Steps
- viii. Transition Plan
- ix. Sources consulted in the Development of the IEP
- x. Parent/Student Consultation
- xi. Staff Review & IEP Updating

A blank IEP template showing each of the above sections is found in Appendix G of this Special Education Plan.

The IEP is a working document that is adjusted to match assessment data on an ongoing basis. It is reviewed and updated at the beginning of each reporting period in response to assessment from the previous term/semester. The IEP process is cyclical and involves repeated review, evaluation, and adjustment. There should be a clear link between the learning expectations outlined in the IEP and the Progress Report and Provincial Report Card.

Collaboration between school staff and parents is essential. When parents have questions or concerns about their child's Individual Education Plan, or special education programming, these are best addressed at the school level, always beginning with the classroom teacher or learning resource teacher. If a parent feels that their question or concern has not been adequately addressed, they should then discuss the issue with the school principal. The Superintendent of Special Education is also able to assist with unresolved concerns and can be contacted at the Education Centre (519-756-6301).



Teacher Consultants for Special Education are assigned to specific schools and work directly with school staff to provide special education support. The Principal Leader for Special Education provides system support for special education programs and services. These staff are also available to assist parents with questions or concerns related to a student's Individual Education Plan. A school principal may arrange a meeting between parents, school staff, system staff, and/or the Superintendent of Special Education in order to seek a mutual understanding.

Parents may not agree with everything in an IEP or the focus may differ from their requests. Schools are responsible for establishing a program that best suits a child's strengths and needs while at school. The school principal is ultimately responsible for the initiation, implementation, and review of the IEP and ensuring that the parent is consulted in its development. The principal is not obliged to accept every parental suggestion but must give appropriate consideration to requests. The principal should provide reasons for not including parental requests in the IEP. If parents disagree with significant aspects of the IEP, they may request a meeting with appropriate school and board staff.

If all attempts at dispute resolution related to the IEP have been unsuccessful, a parent may contact the Ministry of Education for clarification or assistance. The Office of the Ombudsman of Ontario may also assist. The Ontario Ombudsman oversees all aspects of public education in Ontario and can help with unresolved complaints or investigate systemic issues. Parents can fill out an online complaint form with the Office of the Ombudsman of Ontario, call 1-800-263-1830, or email for assistance at info@ombudsman.on.ca.



SPECIAL EDUCATION PLAN 2022

Standard 13: STAFF DEVELOPMENT

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

GOAL

The goal of the Special Education Staff Development Plan in Grand Erie is to ensure that all staff has current knowledge and skills to provide appropriate support and programming for all students with special needs.

Methods of Determining Priorities for Professional Development (PD)

Consultation, input, feedback and survey data is utilized for future planning of PD.





SPECIAL EDUCATION PLAN 2022

Professional Development Offerings



Digital Learning on D2L	Program and Tech Training	Learning Resource Teachers Collaboration and Training
<ul style="list-style-type: none"> Personal Learning Environment (PLE) for Special Education that houses current information, learning and resources 	<ul style="list-style-type: none"> TeachTown Lexia Ipad Training SEA Training with LEARNStyle 	<ul style="list-style-type: none"> System Processes Changes to LITE system Transition planning IEP Development Support Alternative programming Training in best practices and Ministry initiatives Community Collaboration about Supports, Programs and Resources
Safety and Prevention Training	New Teacher Training	School Requested Training
<ul style="list-style-type: none"> Behaviour Management Systems Training and/or review Suicide Risk Protocol, Non-Suicidal Self-Injury Behaviour Protocol and Traumatic Response Protocol 	<ul style="list-style-type: none"> New Teacher Induction Program 	<ul style="list-style-type: none"> Pathway to Modifications SEA Process Behaviour Data Tracking and BeSafe Plans Moving Students Toward Independence Teaching in an Inclusive Model Structured Work Systems Special Education Pathways in Secondary



SPECIAL EDUCATION PLAN 2022

Professional Development and Training

Priorities in the area of staff development are determined by:





SPECIAL EDUCATION PLAN 2022

Training Logistics

1

Staff are made aware of training by:

- School Resource Team Meetings, and Support Staff Meetings;
- Staff Portal;
- Staff email and calendar invites;
- Monthly administrator
- E-teacher electronic bulletin board and registration system;
- Board maintained web page;
- Family of Schools Administrators' Meetings.

2

Training with regard to the Legislation and Ministry policy on Special Education:

- System staff are current in their understanding of Ministry policies and legislation that have an impact on Special Education;
- Changes in practice, and new information is presented to Principals and Learning Resource Teachers who are responsible to implement new policy and legislative directions at the school level;
- If staff experience challenges, or have implementation concerns further training and support is provided by the system Special Education Team.

3

Budget allocation dedicated to the staff development plan in the area of Special Education:

- Special Education Teachers can access monies as dictated by their collective agreement and their school Professional Development Committees;
- Professional Student Support Services and CUPE staff have a budget determined by their collective agreement to attend conferences/ training related to their role;
- Coordinators and consultants responsible for Special Education can access funds to attend professional development;
- A percentage of total funds allocated for professional development is dedicated to Special Education.

4

Cost-sharing arrangements for staff development with other ministries or agencies:

- Workshops through Contact Brant (Ministry of Children, Community and Social Services);
- Regional Autism Forum - Ministry of Education;
- Job Readiness Training - NACL (Norfolk Association of Community Living);
- Early Child Development Centres and Launch Pads;
- Geneva Centre;
- Ministry of Education (MOE)-Funded Autism Training: Online, courses created by Geneva Centre;
- Autism School Support Program- Hamilton Health Sciences;
- Transitional Aged Youth Protocol with Contact Brant;
- LD@School Educators' Summer Institute.

Standard 13: STAFF DEVELOPMENT

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

Goal

The goal of the Special Education Staff Development Plan in Grand Erie is to ensure that all staff has current knowledge and skills to provide appropriate support and programming for all students with special needs.

Involving the Stakeholders

Areas for professional development are determined by:

- Ministry of Education
- Senior administration
- System support personnel
- School and area administration
- Special Education and regular classroom teachers/early childhood educators
- Educational Assistants
- Parents/Guardians

Professional Development activities offered by the Board are often determined by staff identifying perceived areas of need. Input is received through the following avenues:

System:

- Special Education/Student Support Services
- Special Education Team (Principal Leader, Coordinator, Consultants, Mental Health & Wellness Lead, School and Program Supports Lead)
- Executive Council, in consultation with school administrators
- The Board's Multi-Year Plan
- The Board's Annual Operating Plans
- System Committees
- Secondary Special Services Department Heads Association
- Leadership Steering Committee

Area:

- Administrators
- Area support staff

Family:

- Learning Resource Teachers (LRTs) and Special Education classroom teachers request in-service
- Teacher Consultants - Special Education identify family needs
- CUPE Professional Development Committee
- School Professional Development Committees

School:

- administrators and staff request in-service for perceived areas of need
- School Councils and Home and School Associations request in-service
- school teams or resource teams request in-service
- school-based professional development committees

SEAC is consulted about staff development in the following ways:

- monthly meetings
- access through the Board's web page
- participation in Ministry of Education training sessions

Professional Development and Training

Priorities in the area of staff development are determined by:

- compliance with Ministry of Education directives, regulations, and initiatives
- response to urgent needs of students, staff and Board
- response to Education Quality and Accountability Office (EQAO) results
- related area of emphasis in Special Education
- response to demographic needs as identified by system personnel, community support agencies, medical staff, advocacy groups
- response to health and safety issues.

Staff development is provided in a variety of formats:

- Workshops on Professional Development days, before and after-school sessions, staff meetings at the invitation of school principals, and in the context of system initiatives such as the /Fundamentals of Math, Applied Behaviour Analysis (ABA) and New Teacher Induction Program (NTIP)
- Just-in-time training for LRTs on special education processes, Ministry requirements, etc.
- School and system training to develop an understanding of new Ministry requirements is provided as needs arise
- Training to support system programs for new to role staff is on-going (i.e., Individual Education Plan (IEP) writing, Academic Achievement Battery (AAB), Behaviour Management Systems Training (BMS), Violent Threat Risk Assessment (VTRA), Tragic Events Response Team (TERT))
- Conferences are attended by board staff throughout the year by designated staff
- Training in current counselling methods for the purpose of evidence-based and consistent approaches and services delivery.

Awareness of Professional Development Opportunities

Ways in which the School Board staff are made aware of professional development opportunities:

- School Resource Team Meetings, and Support Staff Meetings
- Staff Portal
- Staff email
- Monthly administrator and LRT Special Education newsletters
- Biweekly *Special Edition for Special Education* memo for Special Education Department Staff
- E-teacher electronic bulletin board and registration system
- Board maintained web page
- Family of Schools Administrators' Meetings

Much of our Professional Development work this year involved shifting traditional workshop sessions and resources to a virtual, online model that can be accessed at any time. Staff have been involved with creating resources and videos to post in the Special Education Professional Learning Environment (PLE) in BrightSpace. Any workshops delivered were also recorded and posted in the Special Education PLE.

The following formal Professional Development opportunities were offered during the 2020-21 school year:

Title	Description
Behaviour Management System (BMS)	Multiple sessions offered on PD days, after school, or at school locations where the main goals include improving safety and security for all staff and students, the promotion of respectful working and learning environments and breaking the cycle of inappropriate behaviour and consequences.
BMS Recertification	Recertification session for those already trained in Behaviour Management Systems.
ASIST	Applied Suicide Intervention Skills Training for staff only
LRT Training Sessions	Workshops offered throughout the year to highlight new items that affect Learning Resource Teachers – upgrades to LITE, Medical Plans, changes to SEA, transition planning, IEP consultation, alternative programming, Human Rights, etc.
iPad Training	Individual training offered by our Lead EA for SEA when iPads are delivered to schools. System LRTs also train individual teachers on the use of student-specific apps. Special training videos were also added this year and are available on the Special Education Professional Learning Environment in Brightspace for staff to access and learn from.
SEA Computer Training	Students who are receiving SEA computer technology for the first time are given training through LEARNStyle, the largest provider of assistive technology training in Ontario. Teachers are given the opportunity to participate in LEARNStyle training sessions, to further their own understanding of technology and how it applies to learning skills and learning styles. Special training sessions were added this year for Virtual Learning Academy teachers. Further, when students are trialing SEA computers, classroom teachers receive an individual consultation session with the SEA Teacher Technician to ensure that they understand the available software and strategies to embed the technology in the student's individualized classroom program.

Title	Description
Apple Collaborative Inquiry	Accessibility tools and apps on iPads can effectively reduce learning barriers for many students. iPads also offer effective teaching tools for staff use. Led by our Educational Technology Department and an Apple trainer, a group of special education staff including Coordinators, Teacher Consultants, Lead EAs, Teacher Technicians, CYWs, Psychological Consultants, SLPs, and CDAs participated in a Collaborative Inquiry to investigate how the iPad could support tasks specific to individual roles. The team met weekly to explore the tools and then bi-weekly and monthly to report back on implementation. The group eventually sub-divided into tool exploration and coaching strategies.
Academic Achievement Battery™ (AAB)	This two-part in-service on our educational assessment tool was delivered to new LRTs. Assessment administration, test interpretation, report writing, and storage of information were covered. Refresher sessions were also offered and open to all LRTs.
New Teacher Induction Program (NTIP) – Special Education Presentations	<p>A series of special education topics were offered to NTIP teachers for virtual attendance on a voluntary basis:</p> <ul style="list-style-type: none"> • How Do I Know When A Student Needs an IEP? • Following a Student Through Special Education • Self-Regulation • All About Alternative Programming • Understanding Anxiety and Grand Erie’s Tiered Approach to Mental Health • Promoting Healthy Relationships and Grand Erie’s Tiered Approach to Mental Health • So You Have A Student With Autism • Differentiating for High Ability Students
Topics in Response to School Requests	Administrators request professional development for their staff members on a regular basis, with training usually delivered at Staff Meetings or during smaller group sessions. Topics have included: Following A Student With A Learning Disability, Pathway to Modifications, SEA Process, Behaviour Data Tracking and BeSafe Plans, Moving Students Toward Independence, Structured Work Systems, Special Education Pathways in Secondary, Special Education in Grand Erie for VLA Teachers, etc.
Lexia	Lexia is a responsive online literacy intervention tool. The Core5 program can be used with students in grades K-5 who are struggling with literacy. The Power Up program is for students in grades 6 and up. The program covers phonemic awareness, phonics, grammar, vocabulary, and comprehension. Introductory, implementation, and refresher webinars were also offered to all classroom teachers and administrators. A webinar focusing on analysis of Lexia data and improving usage/engagement was also offered to principals.

Title	Description
TeachTown Basics and Transition to Adulthood	TeachTown offers a blend of computer-delivered and teacher-led ABA instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. The system automatically adapts based on each individual's progress providing meaningful instruction to all students. This year we have offered TeachTown licenses to students working on alternative curriculum. Introductory, implementation, and coaching training sessions were offered to staff for both programs. Train the Trainer sessions were also offered to Teacher Consultants.

Ministry of Education (MOE)-Funded Autism Training: Online, self-paced courses created by the Geneva Centre for Autism and delivered via the online platform Sonderly. A variety of courses were offered to Educational Assistants, Teachers, and DECEs on topics including introduction to autism, Applied Behaviour Analysis (ABA), functional behaviour assessments, and supporting students with ASD in a play-based environment.

Enhanced Autism Training Program: Ministry-funded pilot project. 11 LRTs who work in schools with a self-contained ASD class participated by completing an online Geneva Centre for Autism course via the online platform Sonderly and consolidating their learning at a full-day live-session (virtual) facilitated by the Geneva Centre for Autism.

Training with regard to the Legislation and Ministry policy on Special Education:

The Board sends Special Education personnel (Superintendent, Principal-Leader, School and Program Supports Lead, Mental Health and Well-Being Lead, Program Coordinator, and Teacher Consultants) to in-services provided by the Ministry of Education on legislation, policy and new initiatives.

These people return to the Board and present the information detailed at the Ministry's in-service to Administrators, Special Education and regular class teachers and other board support personnel. All teachers, including new practitioners, are encouraged to attend. If staff have difficulty with implementation of policies, the Teacher Consultants-Special Education provide further training and support.

In addition, senior special education staff attends the Regional Special Education Council (RSEC) meetings three times per year. Counterparts from other boards in South-Western Ontario and representatives from the Ministry of Education discuss initiatives, share effective programs and services, and discuss emerging issues. The Mental Health and Wellness Lead attends provincial and regional meetings and workshops by School Mental Health ASSIST and Special Interest Groups. The Special Education Management Team attend applicable workshops on education, Special Education, Mental Health legislation provide by Osgoode Professional Development Centre.

Program Coordinator-Special Education and Special Education Teacher Consultants usually attend the Special Education Regional Coordinator/Consultant Conference (SERCC) which meets twice a year to discuss Ministry of Education initiatives, share effective programs and services and discuss emerging issues in Special Education. SERCC did not take place this year due to the ongoing COVID pandemic.

Budget allocation dedicated to the staff development plan in the area of Special Education:

There are a few components of the Staff Development Budget, which affect Special Education personnel:

- Special Education Teachers can access monies as dictated by their collective agreement and their school Professional Development Committees;
- Professional Student Support Services Staff have a budget determined by their collective agreement to attend conferences/training related to their role;
- CUPE staff also have a collective agreement determined PD amount intended to provide in-service for Special Education and other Support Staff by application to their Professional Development Committee;
- Coordinators and consultants responsible for Special Education can access funds to attend professional development;
- A percentage of total funds allocated for professional development is dedicated to Special

Education.

Cost-sharing arrangements for staff development with other ministries or agencies:

- Workshops by teleconference through Contact Brant (Ministry of Children, Community and Social Services);
- Regional Autism Forum - Ministry of Education;
- Job Readiness Training - NACL (Norfolk Association of Community Living);
- Early Child Development Centres and Launch Pads;
- Geneva Centre
- ASD, School Support Program-Hamilton Health Sciences;
- Transitional Aged Youth Protocol with Contact Brant
- Autism Spectrum Disorder summer training in London, in support of PPM 140
- LD@School Educators' Summer Institute



Special Education Advisory Committee

Thursday, March 10, 2022

6:00 PM

MS Teams Virtual Meeting

MINUTES

Present:

Chair:

W. Rose, Community Representative

Community Rep(s):

C. Brady M. Gatopoulos K. Jones T. Sault
J. Trovato T. Wilson

Trustees:

R. Collver

Grand Erie Staff:

P. Bagchee, Mental Health & Well-Being Lead
F. Lainson, Program Coordinator – Special Education
L. Sheppard, Program Coordinator - Applied Behaviour Analysis
L. Thompson, Superintendent of Education – Special Education
J. White, Principal Leader – Special Education
L. Boswell, Information Services/Resource Coordinator, Contact Brant
T. Buchanan, Supervisor of Employee Supports, Community Living Brant
L. DeJong, Social Worker – Vice-Chair, Lansdowne Children's Centre
A. Csoff, Board of Directors, Haldimand-Norfolk R.E.A.C.H.
Dr. L. Scott, Fetal Alcohol Spectrum Disorder, Ontario Network of
Enterprise

Native Rep.

L. Nydam

Absent with Regrets: T. Waldschmidt, Trustee

Absent: A. Detmar, Tele-Mental Health Coordinator, Woodview Mental Health and Autism Services

Guests: K. Graham Superintendent of Education -Secondary
M. Jacques, Presenter
M. Jacques, Presenter
D. Smith-Rayoff, Social Worker

Recording Secretary L. Thompson

A - 1 Opening

(a) Welcome

Chair. Rose called the meeting to order and provided the Land Acknowledgment.

(b) Agenda Additions/Deletions/Approval

Add: Future Agenda Items

1. Letter – Wait Times for Psychological Assessments
 2. The Ontario Human Rights Commission Report on the Right to Read
- Delete: Nil

Moved by: L. Boswell

Seconded by: C. Brady

THAT the SEAC 21-07 Agenda for Thursday, March 10, 2022 be approved as amended.

Carried



Special Education Advisory Committee

Thursday, March 10, 2022

6:00 PM

MS Teams Virtual Meeting

MINUTES

B - 1 Timed Items

(a) Learning with Michael Jacques- Here's My Book!

Author Michael Jacques, a young person who has autism and an intellectual disability, shared his journey to writing his first book "Can't Read. Can't Write. Here's My Book." and his many accomplishments in both his local community, and abroad, along the way. Michael, alongside his father Marcel, shared an inspiring story that compels us all to focus on authentic inclusion of students with special education needs.

(b) A Day in the Life of the Social Worker

D. Smith-Rayoff, Social Worker shared an overview of the role of the social worker and the daily responsibilities of the social worker within a tiered approach to learning and intervention supports.

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

(a) Ratification of Minutes from Thursday, February 17, 2022

Moved by: M. Gatopoulos

Seconded by: C. Brady

THAT the SEAC 21-06 minutes for Thursday, February 17, 2022 be approved as circulated.

Carried

(b) PPM167 Online Learning Graduation Requirement

Superintendent Graham joined the meeting to share the expectations outlined in PPM167 Online Learning Graduation Requirement and how Grand Erie is implementing the information in the PPM for all students, including those with special education needs.

(c) Entry to School for Students on the Autism Spectrum

L. Sheppard, Applied Behaviour Analysis Coordinator, introduced the Entry to School program that is a collaboration between Ministry of Children, Community and Social Services (MCCSS), Community organizations and Schools Boards. Grand Erie is collaborating with Lansdowne Children's Centre and Haldimand/Norfolk REACH.

The Entry to School program is for children that are entering school for the first time (ages 3-5), have a diagnosis of autism and have received a letter of invitation to participate from the Ministry. The program is 12 months in length, the first six months of the program are held prior to school entry and the following six months are consultation and collaboration with school boards and families as the student starts school.

Concerns related to equity of access to this program were discussed.



Special Education Advisory Committee

Thursday, March 10, 2022

6:00 PM

MS Teams Virtual Meeting

MINUTES

D - 1 **New Business**

Nil

E - 1 **Other Business**

Nil

F - 1 **Standing Items**

(a) **Policies/Procedures Out for Comment**

Comments on currently reviewed policies or procedures may be submitted to policiesandprocedures@granderie.ca according to the timeline listed.

Trustee Updates

- i. Trustee Collver thanked the special education team for supporting students and educators and wished us all a wonderful March break. She reminded SEAC members that the government had released new health and safety guidelines related to Covid 19 that are to come into effect beginning March 21st.

G - 1 **Information Items**

Nil

H - 1 **Community Updates**

Nil

I - 1 **Correspondence**

- (a) Letter- Dufferin Peel CDSB re Changes to COVID Protocols Feb 18, 2022
- (b) Letter – Durham DSB re Change Definition Feb 22, 2022
- (c) Letter – Durham DSB re PPM81 Feb 25, 2022
- (d) Letter – Halton DSB re Opposition to PPM81 Change Feb 10, 2022
- (e) Letter – Thunder Bay CDSB re Bill 172 Feb 12, 2022

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

- (a) Modified Day
- (b) Summer Programs for Students with Special Education Needs
- (c) Ltr – Wait Times for Psychological Assessments
- (d) The Ontario Human Rights Commission Report on the Right to Read

(e) **Next Meeting**

Thursday, April 21, 2022 | 6:00 PM | MS Teams Virtual Meeting.



Special Education Advisory Committee

Thursday, March 10, 2022

6:00 PM

MS Teams Virtual Meeting

MINUTES

(f) Adjournment

Chair Rose called for adjournment.

Moved by: M. Gatopoulos

Seconded by: L. Boswell

THAT the SEAC 21-07 meeting held March 10, 2022 be adjourned at 8:25 PM.

Carried

Transitions Throughout the School Day



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PPM 140 & 156

- LITE has the ability to create a transition plan before an IEP is developed
- Develop a transition plan for all students with Autism so there is shared access to the goals, strategies and plans
- Parental input, community agency collaboration and school team implementation is what brings the transition plan to life

Short Term

Transition from parent to school staff each morning

Parent walks child to school, talking about teacher on route

Teacher greets on the playground and reminds Sonny about lining up

Provide access to visual prompt and peer model to line up

Mid Term

Sonny will transition from the classroom to other locations in the school (library, gym, recess)

Provide access to visual schedule. Reference regularly prior to, at and during a transition

Ensure whole school has visuals posted

Ensure access to transition stuffy to hold while walking

Long Term

Transition to school full time from IBI services that end in January

Host monthly case conferences to share school and IBI progress

Generalize pertinent skills to school from IBI based on goals

PPM 140

The Ontario Ministry of Education policy provides direction on the use of Applied Behaviour Analysis (ABA) for students with Autism Spectrum Disorder (ASD) in a school setting.

REQUIREMENTS—

School boards must:

1. Offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods.

The principles of ABA programming in schools:

- The program must be individualized
- Reinforcement must be utilized
- Data must be collected and analysed on an ongoing basis to inform programming
- Transfer, or generalization, of skills should be emphasized

2. Plan for the transition between various activities and settings involving students with ASD.

PPM 140 identifies collaboration between schools, parents and the community as *essential* for supporting positive learning outcomes for students with ASD. An example is the process for developing a transition plan (planning for activities, settings, grade and school transitions) in the IEP for a student.

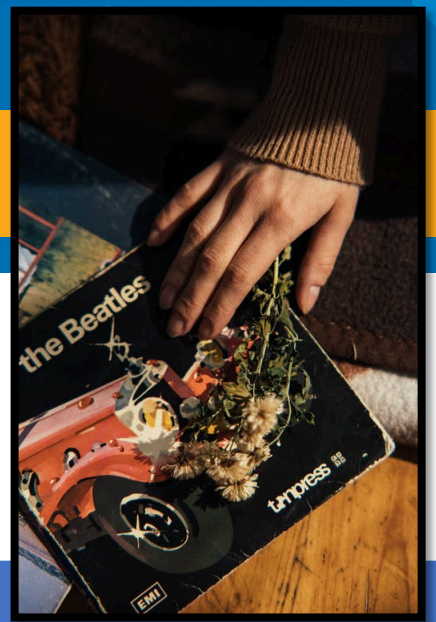
Identifying Transitions



A word cloud of educational transition terms. The words are arranged in a circular pattern, with 'Inside' and 'Outside' at the top, 'Staff' in the center, and 'Gym' on the right. Other words include 'home', 'Rooms', 'Activities', 'Schedule', 'Bus', 'Finish', 'Lunch', 'Perferred', 'Spaces', 'Tasks', 'Lining-up', 'Lessons', 'School', 'Content', 'Seating', 'Choice-activities', and 'Locations'.

home. Inside Outside Rooms Activities schedule
Rooms Activities schedule
Bus Finish
Lunch
Perferred
Spaces
Tasks
Lining-up
Lessons
School
Content
Seating
Choice-activities
Locations

Using Music to Track Time



Elementary

Music is used in an Autism Self-Contained Class as a cue to transition **to** group activities at the smartboard. The class uses “Here Comes the Sun” on YouTube and some use the words of the song and/or video cues to track time, while others use the red bar at the bottom of the video.

Secondary

Music comes on over the intercom at the end of a period and plays until the bell for the next class. Students are familiar with the song played so they know when it is coming to an end and they need to hustle to class.

Necessary for some but good for all.

Chaining or Linking activities



Elementary

A student in an Autism Self-Contained class chains activities by moving from a highly preferred free choice play activity to a closed task interest activity (setting the table for lunch with placemats, plates) and then going outside.

Secondary

A student takes their laptop to the Resource office for charging and overnight storage before going home.

A student is paired with a senior student to assist with transitions while they are developing skills and independence.

A student goes to the classroom computer and puts on the aquarium channel and this movement chains his thinking to the next task.



Using Visuals and First/Then

Elementary

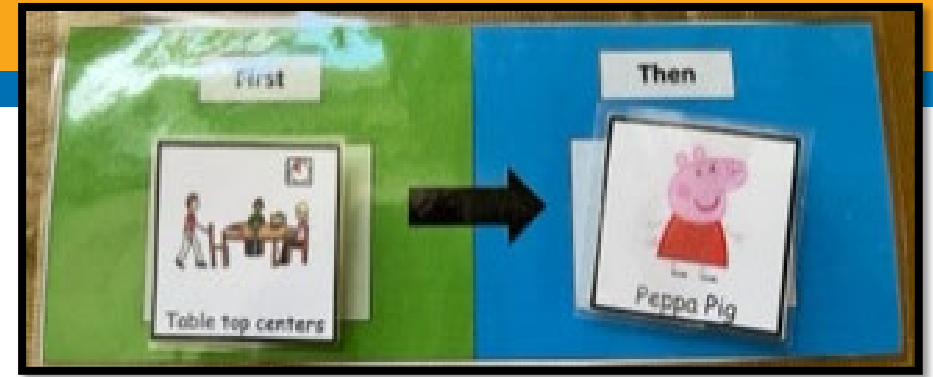
First/Then is a strategy used with this student who does not like having to use the washroom while at school. A visual is used to show “first” bathroom (which is what we need them to do), and “Then” outside play is scheduled next as a highly reinforcing activity that motivates them to get the hard task done.



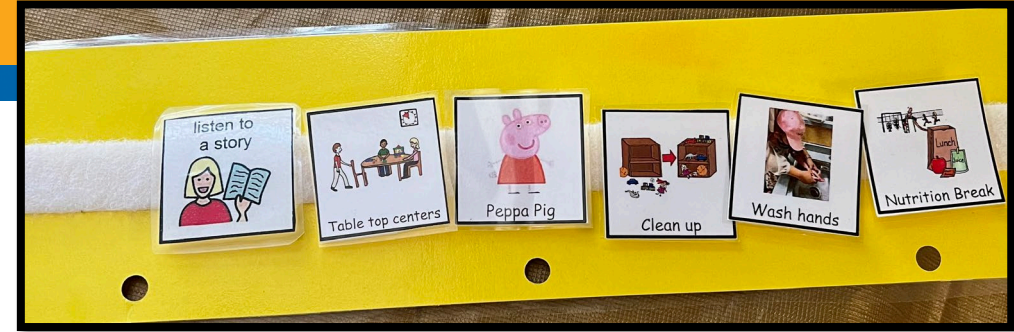
Secondary

Students use class visual schedules and individual schedules to anticipate and move to the activities of the day.

Some students require their schedule broken down more into Now – Next - Choice



Soft Start or Preferred Activity



Elementary

A junior elementary classroom uses a soft start to the day by allowing students to access preference bins as they come in in the morning. The students have 5-7 minutes to use the items (fidgets, drawing, small cars) and the items all go away after announcements are completed.

In the same class, the teacher provides a 5 minute transition as they switch content/subject areas. Students can use the washroom, have a short break or chat with a friend. A timer is used to track when they return to their seat and learning commences.

Secondary

Some students transition into school each morning in an alternative location within the school where they connect with a staff member before proceeding to class. Often announcements are playing while they are transitioning, and the halls are less congested. This also prevents an extended visit to the washroom.

Bus arrivals are delayed so students enter just after the bell and the halls are less congested.

Predictable and Expected Routines



Elementary

When students transition from inside to outside for recess there are stop signs on areas that are off limits/out of bounds. Pylons are also used to create visual reminders of play area boundaries.

Students are provided with individualized items to use at recess that are preferred, or part of their reinforcement plan. For example, one student has access to his stuffed animals to play with at recess.

Secondary

In secondary schools, there are posted schedules of the learning blocks around the school for reference.

Daily schedules are posted in classrooms.

Learning goals and expectations are posted in classrooms for continued reference.

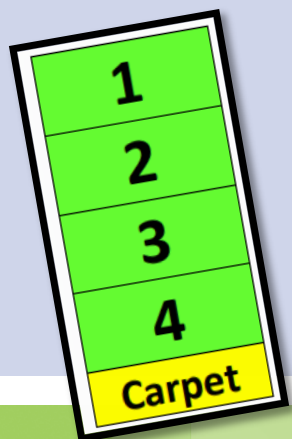
Pylons around the bus areas to provide visual reminder in snow season.



Timers and Clocks

Elementary

Visual countdowns are used to move students to the next activity. There are no specific units of time – the visual represents approximate intervals. For example; a student uses a visual countdown as a method to track the 3 literacy tasks they have to complete, before moving on to a preferred choice task.



Secondary

Some "good for all" practices include Digital clocks around the school which Display a countdown for the time between classes.

Sand timers and auditory countdown devices are used to visually and auditorily transition students.

A dual display visual timer is used throughout the day, including time on a stationary bike, to help the student know when it is time to transition to another activity. The red line on the timer disappears as the number display counts down the seconds.



Social Narratives

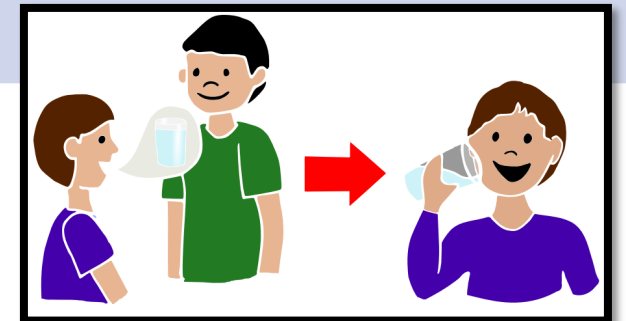
Elementary

Social narratives are used regularly to help students anticipate routines, understand procedures, provide multiple opportunities to visit and revisit, and to predict the sequence of events. Specific examples include; riding the bus, using the washroom, or expected behaviour for when we work in a group.



Secondary

Use of green screen to produce social narratives for students to support challenging transitions throughout the day. These stories have pictures of the student to personalize the information.



Now it is time to Transition to....

PROJECT

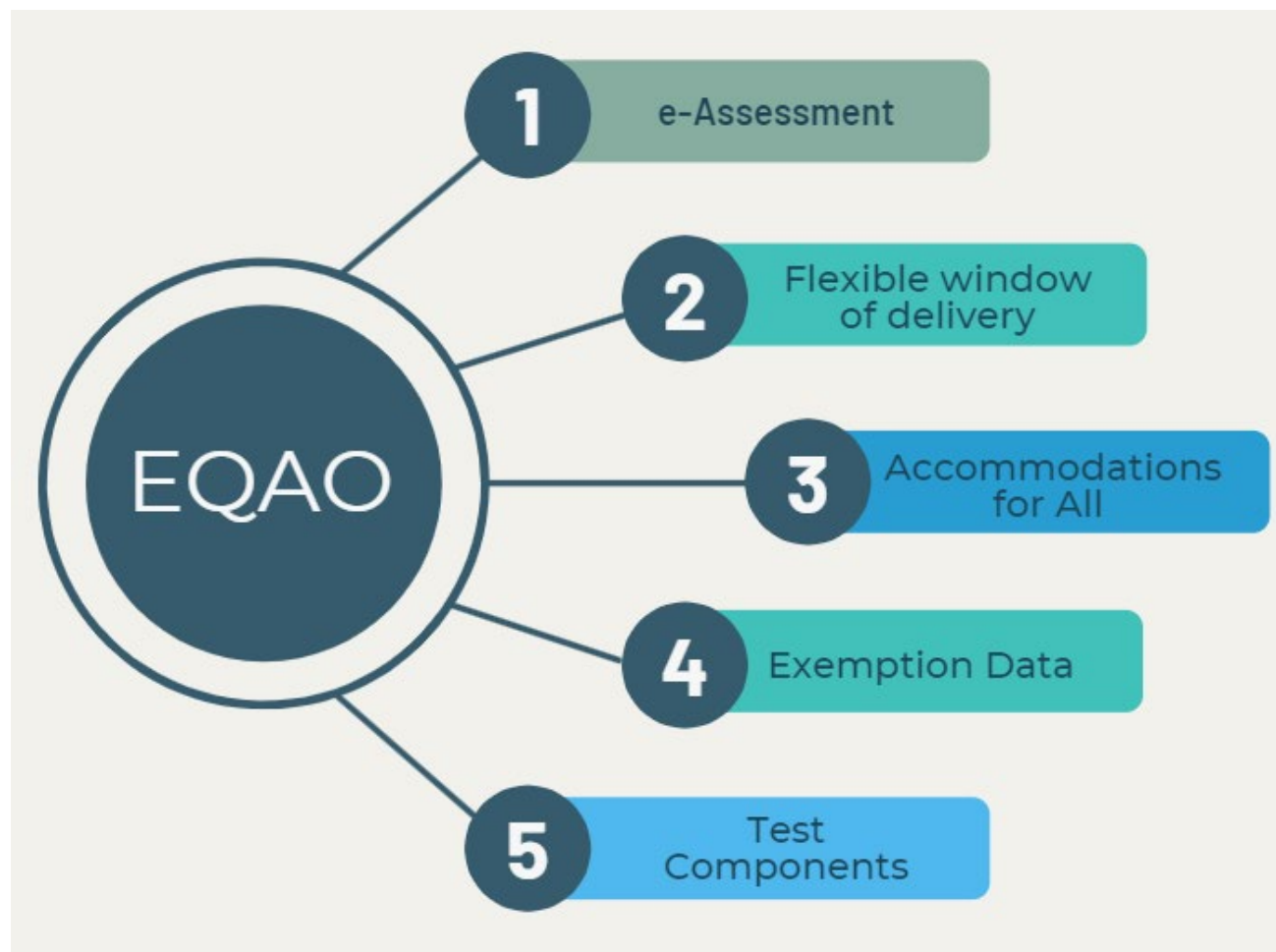


SEARCH

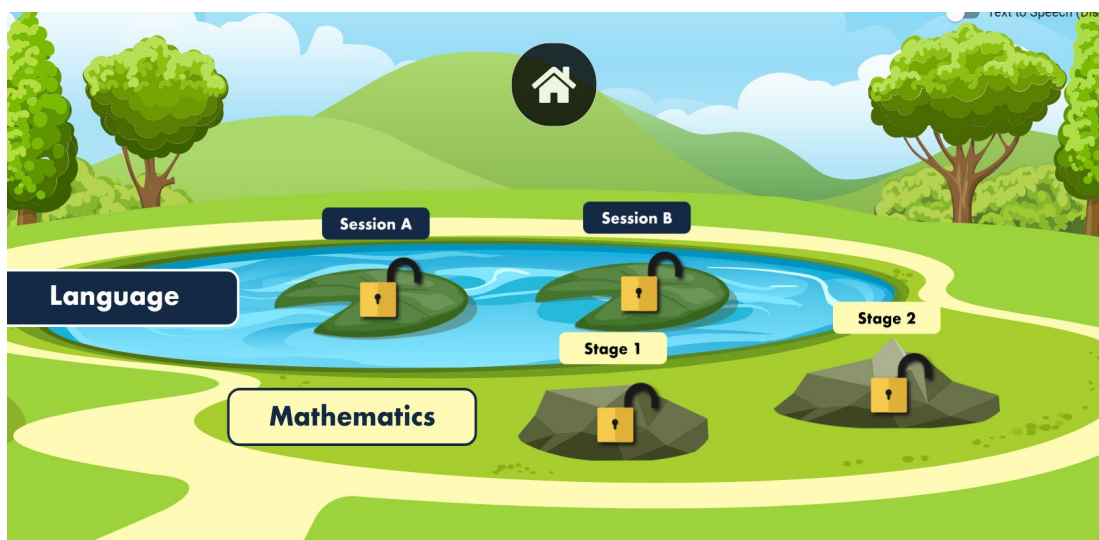


Education Quality and Accountability Office - EQAO 2022

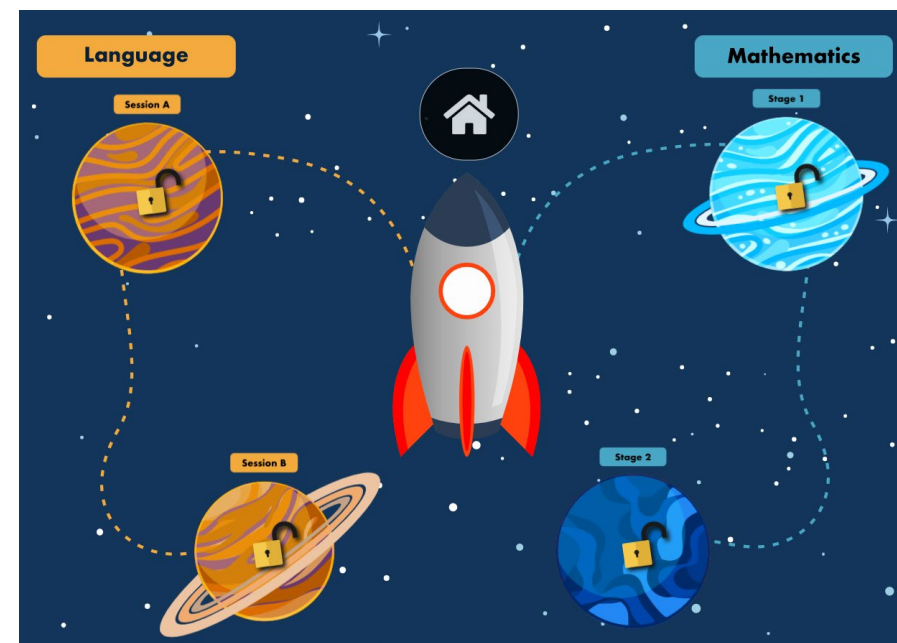
New in 2022.....



Education Quality and Accountability Office - EQAO 2022



Grade 3

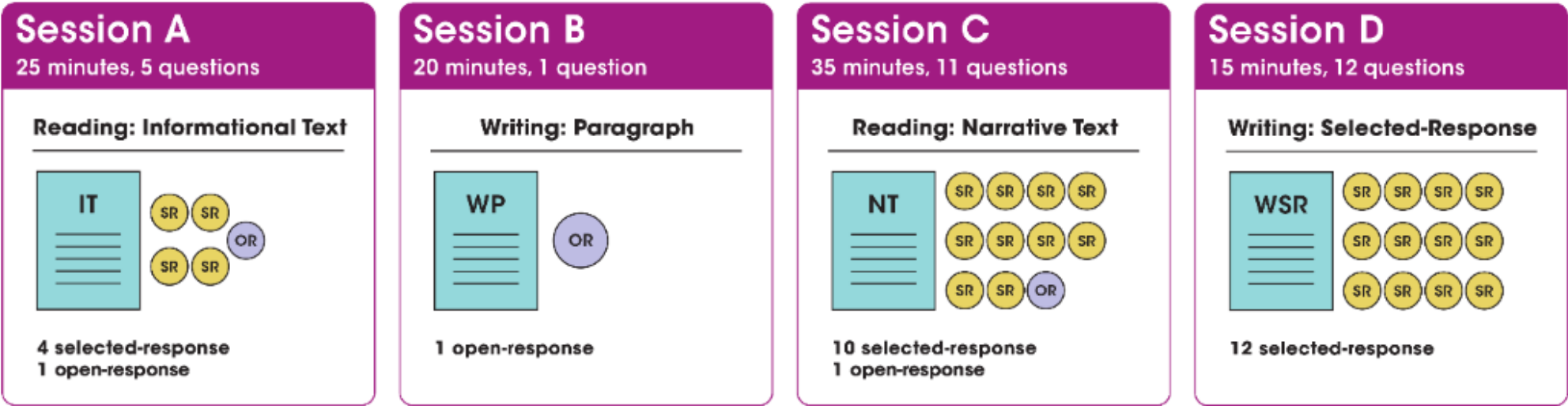


Grade 6

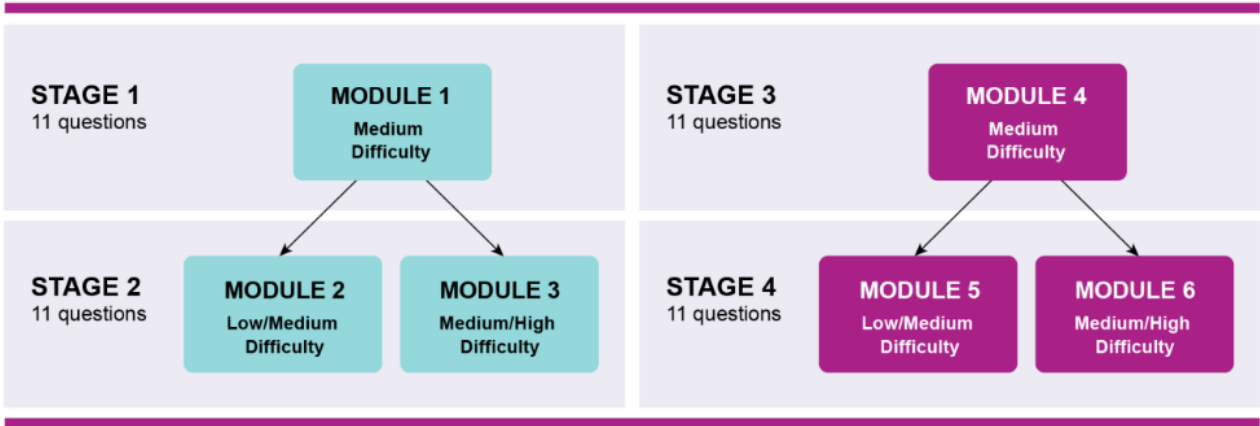
Built-in Accessibility Features

EQAO Components


Language

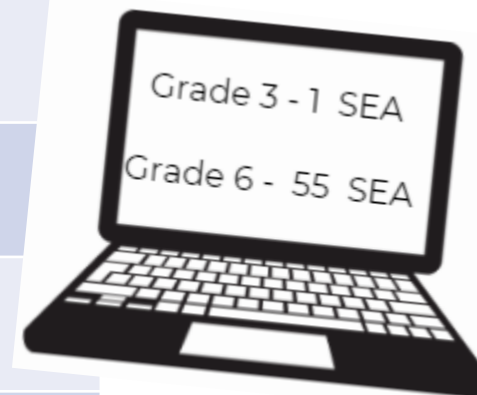


Math



EQAO ACCOMMODATIONS

Accommodations for ALL	Accommodations for SOME
Additional Time	Extended periodic supervised breaks
A quiet, individual and/or small group setting	Sign language or an oral interpreter
Preferential seating	Additional assistive technology such as Word Q or Word Dictate
Prompts for to draw attention back to task	Verbatim scribing of responses
Supervised breaks	Alternative versions (single select and open-response questions only) i.e., regular print or large-print, Braille
Verbatim reading of instructions for writing and math only	 Permitted for students with an Individual Education Plan (IEP) that outlines that these are necessary and consistent with regular classroom practices
Paper or online response format for open-response questions	



Special Incidence Portion (SIP) Funding

- An application process that can be used by School Boards to assist with partially offsetting the cost of support and services provided by the board to ensure the health and/or safety of students who have extraordinarily high needs.
- For all SIP claims, staff supports must be in place to respond to student's needs **prior** to submitting an application for SIP funding. There are three types of claims;

Safety Claims (re-apply every year)	Health Claims (re-apply every 3 years)	Health and Safety Claim (re-apply every 3 years)
All claims require intensive support from more than 2 board-paid staff with a special education assignment at all times		
Provide support for the safety of the student and/or others from behaviour	As a consequence of their diagnosed medical condition, is dependent on intensive support for activities of daily living	Fulfills both Safety and Health eligibility criteria

LDAO SEAC CIRCULAR

April 2022

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. Right to Read report
2. Final Recommendations of the K -12 Standards Development Committee
3. Ministry of Education updates
4. Special Education Budget
5. Responses to PPM 81 Consultation
6. Two new resources to share
7. Clarification on use of the term learning disabilities

List of Supplementary Materials:

1. LDAO Right to Read Executive Summary
2. LDAO Right to Read Detailed Response
3. Special Education Update (February 2022)
4. Professional Activity Days memo
5. LDAO Response to Draft PPM 81
6. PAAC on SEAC PPM 81 Response

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: <https://efis.fma.csc.gov.on.ca/faab/Memos.htm>

1. Right to Read report

The Ontario Human Rights Commission (OHRC) launched its Right to Read public inquiry in October 2019, concerned that Ontario's public education system was failing to meet the needs of students with reading disabilities. LDAO worked with OHRC six months before the announcement and helped shaped the terms of the inquiry. LDAO is a founding member of The Literacy Alliance of Ontario, a joint effort to change the way reading is taught in line with science. This group includes ONBIDA, DDon, Dyslexia Canada, Ponda and OISE, among others.

On February 28, 2022, OHRC released a comprehensive *Right to Read* report which included detailed findings and recommendations for the Ministry of Education, school boards and faculties of education on curriculum and instruction, early screening, reading interventions, accommodation, professional assessments and systemic issues. Attached are an executive summary of LDAO's response, and a more detailed response.

"LDAO and its Chapters strongly support the OHRC Right to Read report's focus on early reading and its call to change how reading is taught in our schools. LDAO will continue as always to engage with the Ministry of Education to maximize the positive impacts these changes can have in the lives of students living with LDs."

"LDAO supports the Right to Read's focus on early reading and a majority of the recommendations. There are a few recommendations that require further consultation and discussion, to make sure the rights of students with learning disabilities are protected and the right to read and learn secured for future generations." (See detailed response).

2. Final Recommendations of the K -12 Standards Development Committee

LDAO welcomes the release of the Final Recommendations of the K -12 Standards Development Committee and commends Lynn Ziraldo, chair, and all the committee members who worked so hard to consult and develop these recommendations. The full recommendations can be found here: www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2022-final-recommendations

3. Ministry of Education updates

Attached are the **Special Education Update** prepared for the February meeting of the Minister's Advisory Committee on Special Education (MACSE). As well as outlining Ministry of Education initiatives there are also reports from the Ministry of Children, Community & Social Services (MCCSS), Ministry of Colleges & Universities (MCU), Ministry of Health (MOH), and Ministry for Seniors and Accessibility (MSAA).

Also attached is a February 22, 2022 memo on **Professional Activity Days** for the 22-23 school year. Priorities include Learning Recovery (learning recovery and renewal, student mental health and well-being, early reading and mathematics, and supporting de-streamed classrooms) as well as Equity and Inclusive Education (special education and supporting students with disabilities, and anti-racism and anti-discrimination).

For more detailed information on Learning Recovery initiatives, read the Ministry's [Learning Recovery Action Plan](#)

SEACs should ask about their school board's plans for PA days, and ask how the funding outlined in the Learning Recovery Action Plan will be used by their school board.

4. Special Education Budget

Ministry of Education funding documents for the 2022-23 school year can be found at: www.ontario.ca/page/education-funding-2022-23.

Documents available include:

[2022-23 Grants for Student Needs funding \(GSN\)](#)
[2022-23 Priorities and Partnerships Funding \(PPF\)](#) and
[2022-23 Student Mental Well-Being allocation](#)

Of particular interest are:

[Special Education Grant changes for 2022-23](#)
[2022-23 Education funding: a guide to the Special Education Grant](#)
[Special education funding guidelines: Special Equipment Amount \(SEA\), 2022-23](#)

The changes to Special Education funding include:

Starting in the 2022-23 school year, the Priorities and Partnership Funding's (PPF) \$16.3 million **Special Education Supports** amount will become the **Local Priorities Amount** and be transferred into the Special Education Grant's DSENA. This amount will be allocated to school boards to address local priorities such as: • additional educational staff and/or professional/paraprofessional staff to support students with special education needs (e.g., special education resource teachers, educational assistants, speech-language pathologists, occupational therapists, and psychologists among others); and • other local priorities such as evidence-based programs and interventions, as well as transition supports.

Note that this is a change in location of funding rather than new funding.

Starting in 2022-23, the ministry will provide \$7.4 million in additional funding for Assistive Technology via the **Special Equipment Amount (SEA) Per-Pupil Amount (PPA)**. This additional investment will help boards in acquiring and maintaining assistive technologies and related hardware and software for students with special education needs. As a result, SEA PPA base funding is increasing to \$20,000, and the per pupil amount is increasing to \$39.4.

SEACs should ask how their school board will allocate the additional SEA funding.

For help in understanding education funding SEAC members can refer to [PAAC on SEAC Funding Resource Guide Updated 2021](#)

For help in budget planning refer to the Effective Practices in the [PAAC on SEAC Effective Practices Handbook](#)

5. Responses to PPM 81 Consultation

Attached for your information are responses from LDAO and from PAAC on SEAC to the recent consultation on revising PPM 8, *Provision of health support services in school settings*.

6. Two new resources to share

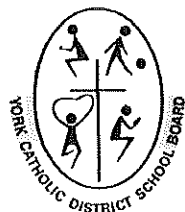
Justice for Children & Youth Parent Navigation Resource, <https://jfcy.org/en/specialeducation/>

Holland Bloorview inclusion project <https://deareverybody.hollandbloorview.ca/project-inclusion/>

7. Clarification on use of the term learning disabilities

A recent letter to Minister Lecce, shared with SEAC chairs, from the Dufferin-Peel CDSB SEAC, cites research from the British Medical Journal indicating that “that children with ‘learning disabilities’ are more vulnerable to illness from COVID-19 (Willamson EJ et al., 2021)” LDAO would like to point out that in the UK the term ‘learning disabilities’ is used for what in North America are called ‘intellectual disabilities’ so the research results are not referring to students with learning disabilities as defined in Ontario.

Questions? Email Diane Wagner at dianew@LDAO.ca



Rec. Apr 13 / 2022

York Catholic District School Board

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Fax 905-713-1272 • www.ycdsb.ca

April 5, 2022

Honourable Stephen Lecce
Minister of Education
Mowat Block 22nd Floor 900 Bay Street
Toronto ON M7A 1L2

Minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

Honourable Stephen Lecce,

The York Catholic District School Board's Special Education Advisory Committee is writing to you in support of Durham District School Board's Special Education Advisory Committee recent letter with regard to **Special Incident Portion Claim Funding**.

In the spring of 2018, the previous government announced an increase to the Special Incidence Portion (SIP) claim funding of \$11,016.00, increasing the funding amount up to \$38,016.00 per student from the previous funding amount of \$27,000.00. On August 24, 2018, after school board budgets were prepared and approved, the Ministry announced that the increase would be clawed back to \$28,518.00, bringing the net increase to \$1,518.00 per student.

SEACs across the province were dismayed by the Ministry of Education decision to claw back that increase given that the true cost of supporting a student with a SIP claim are significantly higher than that amount. For example, the average cost, including salary and benefits, for an Educational Assistant is \$58,870.00. A student who requires 2 plus Educational Assistants to support their learning needs would be a cost of \$117,740.00 plus. The Ministry of Education's SIP amount covers approximately 24.2% of the cost to support a student with significant learning needs. The YCDSB covers the remaining 75.9% of the cost from our Special Education and operational grants.

The budget gap at the YCDSB between Special Education revenues and expenditures for the last three years has averaged 5.3%. This current school year alone, the YCDSB allocated \$8,841,444.00 more than what was given in Special Education Grants to Special Education services. Some of the money YCDSB used to fund this gap is the Local Priorities funding (Support for Student Funding), which is not guaranteed to be received annually from the Province.

YCDSB SEAC is expressing our concerns that the funding the Ministry of Education provides for SIP is inadequate. The claw back of the SIP increase announced on August 24, 2018, along with the reallocation to the Special Education Per Pupil amount resulted in a net decrease in



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funding, further increasing the YCDSB deficit. As the Auditor General highlighted in 2018, the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review." YCDSB SEAC is extremely concerned by the direction funding for special education is taking, leaving our most vulnerable children further at risk. Inadequate funding of Special Education at the YCDSB puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when the YCDSB takes revenues from other areas to meet its statutory commitment to children accessing Special Education services.

We request the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We further request, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special needs.

Sincerely,

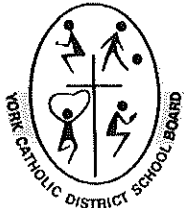
A handwritten signature in black ink, appearing to read "J. Wigston".

Jennifer Wigston
Chair
Special Education Advisory Committee
Trustee Vaughan Area 4
York Catholic District School Board

A handwritten signature in black ink, appearing to read "E. Morgillo".

Eleonora Morgillo
Co-Chair
Special Education Advisory Committee
SEAC Association Representative for Autism
Ontario, York Region
York Catholic District School Board

cc: Board of Trustees, YCDSB
Domenic Scuglia, Director of Education, YCDSB
Chairs of all Ontario Special Education Advisory Committees



Rec. Apr 13/2022

York Catholic District School Board

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April 5, 2022

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

Chirisitine.elliott@pc.ola.org

Honourable Stephen Lecce
Minister of Education
Mowat Block 22nd Floor 900 Bay Street
Toronto ON M7A 1L2

Minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

Honourable Christine Elliot and Honourable Stephen Lecce.

The York Catholic District School Board's Special Education Advisory Committee is writing to you in support of District School Board of Niagara's recent letter denoting the impact of the current nursing shortage on school boards across the province. Currently there are hundreds of students across Ontario awaiting nursing care that is required for them to attend school safely and meaningfully. 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, many school districts including the YCDSB have advised they are committed to being part of a temporary solution for student and families affected. One way Boards have supported students requiring health care services in our schools is by allowing 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 continue to creatively engage with and provide academic support to students who are at home awaiting nursing care. We are aware that the updates to the Ministry of Health "**Family-Managed Home Care/Self Directed Care**" program eligibility requirements now include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses. However, families and Board staff note that funding for this program is exceedingly difficult to access and few families receive support, 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 the 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 much of the burden in managing the care of students who do not have at- school nursing support secured at this time. Like many other School Boards across Ontario, we are committed to being part of the solution



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for our students and families affected. We stand with other Boards in requesting that this issue be a top priority for this government and that an immediate and accessible solution be developed to allow all children to access the learning they require and deserve.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Wigston".

Jennifer Wigston
Chair
Special Education Advisory Committee
Trustee Vaughan Area 4
York Catholic District School Board

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Eleonora Morgillo
Co-Chair
Special Education Advisory Committee
SEAC Association Representative for Autism
Ontario, York Region
York Catholic District School Board

cc: Board of Trustees, YCDSB
Domenic Scuglia, Director of Education, YCDSB
Chairs of all Ontario Special Education Advisory Committees