



AGENDA

Special Education Advisory Committee

Tuesday, September 26, 2023

Item	Responsibility
1 Call to Order – 4:00 p.m.	A. Brennan
2 Acknowledgement of Traditional Lands	S. Binder/S. Lewis
3 Roll Call	A. Brennan
4 Approval of Agenda	A. Brennan
5 Declarations of Conflict of Interest	A. Brennan
6 Approval of Minutes from Previous Meetings a) June 8, 2023	A. Brennan
7 Delegations/Presentations a) IEP Review update, modifications, and best practices	G. Courneya/ M. Chambers
8 Committee Reports Nil	
9 Staff Reports a) Welcome and key messages for 2023-2024 b) Governance Directive 7.2.4(d) Special Education Advisory Committee c) Student Services personnel update d) Program/Policy Memorandum 169: Student Mental Health e) Goal setting 2023-2024/sub-committee break-outs	K. Dostaler K. Dostaler S. Taylor-Harvey K. Dostaler A. Brennan
10 Correspondence a) Dufferin-Peel Catholic District School Board letter - July 11, 2023	A. Brennan
11 Adjournment	

**Next scheduled meeting:
Thursday, October 26, 2023 – 4:00 p.m.**



**Special Education Advisory Committee
(SEAC) Meeting
June 8, 2023 - 4:00 p.m.**

Members present: S. Binder, S. Lewis, N. Hamilton, A. Brennan, R. Glenn, W. Haystead, D. Vanderkloet, R. Howard, E. Cotman, A. James, L. Solski, E. Reynolds

Absent: A. Card, L. Rashotte, J. Christie, S. Ward, J. Parker

Resource: T. Whittaker, C. Breau, K. Dostaler, S. Taylor-Harvey

Minutes: J. Kezar

1. Call to order

Chair Brennan called the meeting to order at 4:00 p.m. and welcomed everyone to the Special Education Advisory Committee meeting.

2. Acknowledgement of Traditional Lands

Trustee Lewis offered the Land Acknowledgement.

3. Roll Call

Chair Brennan requested a roll call of members.

4. Approval of the agenda

Mover: Nancy Hamilton

Seconder: Eve Cotman

That the agenda for the June 8, 2023 Special Education Advisory Committee meeting be approved.

Carried

5. Declaration of Conflict of Interest

There was no conflict of interest declared.

6. Approval of Minutes from Previous Meetings

(a) May 31, 2023

Mover: Wendy Haystead

Seconder: Nancy Hamilton

That the minutes of the May 31, 2023 meeting be approved.

Carried

7. Delegations/Presentations

There were no delegations or presentations.

8. Committee Reports

There were no committee reports.

9. Staff Reports

a) **ChatGPT demonstration**

Superintendent Dostaler welcomed Geoff Courneya, Assistive Technology Learning Coach, to the meeting to demonstrate ChatGPT, which is a website/app, and one of many language models available online. The app is trained on a vast amount of text data from the internet, allowing it to learn patterns, grammar, and context. It can engage in conversations to provide information, answer questions, offer suggestions, and assist with

a wide range of topics. You can interact with the app, the same as if you were interacting with a person. It will also create an answer for you, which is very impressive.

The education world is concerned about the future of education, questioning if it will impact the integrity of academic institutions. Geoff shared that the use of artificial intelligence is growing fast and is set to replace millions of humans working as developers. Organizations are reflecting on how they want to leverage/integrate the app, as many concerns are being shared regarding the integrity of academic institutions.

Geoff demonstrated the use of ChatGPT, to leverage it with SEAC, centrally, teachers, and students. Chair Brennan thanked Geoff for presenting.

b) Goal setting 2023-2024

Chair Brennan referred to the valuable work of sub-committees to date and noted that work would continue in the fall.

Looking forward to the 2023-2024 school year, members were asked if there were new goals or priorities they would like to focus on, or if there were topics/presentations that they would like to learn more about. Members shared the following:

- Trustee Lewis suggested a presentation on the Giftedness exceptionality.
- Wendy Haystead suggested information on Modified Days
- ChatGPT – Part 2
- Student Services website
- Universal Design for Learning (UDL)
- Executive Functions

c) Sub-committee update

Mental Health

- Nancy shared that the survey was distributed, and a good response was received.
- Members will review the data, look at themes, build a report to return to SEAC in the fall.
- Next steps will be determined after the data is analysed.

Individual Education Plans (IEPs)

- Trustee Lewis shared that members are working on creating a draft/parent-friendly brochure regarding IEPs, which will be shared with SEAC.
- Members reviewed the draft document for schools to use around guiding questions and best practices on IEPs.
- Members are anxious for a follow-up presentation in the fall.

Early Years/Early Years and Transitions

- No update was shared as their next meeting is June 27, 2023. Invitation was received and representative will attend from HPEDSB.

10. Correspondence

There was no correspondence received.

11. Adjournment

The meeting was adjourned at 5:05 p.m. Superintendent Dostaler thanked members for their time and commitment in supporting students with special education needs, and wished everyone a safe and relaxing summer.

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

GOVERNANCE DIRECTIVE

7.2.4(d) SPECIAL EDUCATION ADVISORY COMMITTEE

Committee Classification:	Board Statutory Committee HPEDSB By-Laws
Composition:	Two (2) Board Members and two (2) alternates, One (1) representative and one (1) alternate of the Mohawks of the Bay of Quinte, One (1) representative and one (1) alternate from each of the local associations, not to exceed twelve, Up to two (2) members appointed by the Board who are not representatives of a local association, are not members of the Board or another committee of the Board, if the Board chooses to
Reporting Structure:	Reports Directly to Board
Term:	Four-Year Term Appointed at the Board's Organizational Meeting following the Inaugural Meeting
Administrative Support:	Superintendent of Student Services
Approved:	October, 2022
Resources:	<i>Education Act: section 57.1 Special Education Advisory Committees</i> Ontario Regulation 306 Special Education Programs and Services Ontario Regulation 464/97 Special Education Advisory Committees

Governance Directive

The Hastings and Prince Edward District School Board By-Laws outline the membership composition, operating rules and parliamentary procedure for the Special Education Advisory Committee

The powers and duties of the Special Education Advisory Committee are mandated by Ontario [Regulation 464/97](#).

If this Governance Directive is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

GOVERNANCE DIRECTIVE

7.2.4(d) SPECIAL EDUCATION ADVISORY COMMITTEE

Terms of Reference

The role of the committee:

- may make recommendations to HPEDSB on any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional students of the Board.
- advise the Board in such areas of Special Education as follows:
 - the delivery model;
 - program development;
 - identification and assessment of special needs;
 - transportation practices;
 - interaction with other boards or committees in related areas; and
 - any other matter in special education as requested by the Board.
- shall facilitate the exchange of information and ideas among the committee members representing the local associations, the director or designate(s), and the corporate Board.
- participate in the Board's annual review of the Special Education Plan in accordance with Ontario Regulation 306 Special Education Programs and Services.
- participate in the Board's annual budget process as that process relates to Special Education
- discuss existing programs and services and current practices; and
- suggest enhancement of existing programs and services.
- ensure the Committee's deliberations are undertaken with the intent to achieve the goals of equity, decolonization, inclusion, anti-racism, anti-oppression and accessibility and in compliance with its obligations under the Ontario Human Rights Code and related policies,
- provide all members of the educational community with an opportunity to provide input to the Committee so that its decision-making process and any subsequent recommendations are free from discrimination and adhere to the Ontario Human Rights Code and related policies in addressing historically and currently marginalized or underserved students or families,
- ensure that the Committee's work supports the goals in the Board's Multi-Year Strategic Plan and the Board's Vision, Mission and Priorities,
- provide official minutes and related recommendations to the Board for its consideration,
- ensure that the Committee's work is conducted in an open and transparent manner (within the confidentiality provisions of the [Education Act](#)).

Membership

Voting members of the Special Education Advisory Committee:

- have the qualifications required for being a member of the Board that appointed them.
- establish membership of the Special Education Advisory Committee at the Inaugural meeting of the Board during an election year. Members of this committee will hold office for the duration of the Board that appoints them.
- vacates his or her seat if he or she:
 - is convicted of an indictable offence,
 - absents himself or herself from three consecutive meetings without being authorized by resolution entered in the minutes,
 - ceases to hold the qualifications to be appointed to the committee or ceases to hold

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

GOVERNANCE DIRECTIVE

7.2.4(d) SPECIAL EDUCATION ADVISORY COMMITTEE

the qualifications to be appointed as an alternate.

- the Board shall, if a seat or position on the Special Education Advisory Committee becomes vacant, appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant,
- where a seat of a member is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place,
- a member of supervisor officer will act as the administrative liaison to the committee and will be responsible for minutes for the committee, but is not a voting member,
- at the completion of the terms of office of the SEAC members, the Hastings and Prince Edward District School Board shall advertise in the local papers, through the school board website and social media for representation from the associations and for members at large for the next term of the Board.

Meetings

The Special Education Advisory Committee will meet regularly, at least ten times over the school year. Unless ruled otherwise by the chair, these meetings will be open to the public.

Procedures

Election of Chair and Vice-chair:

- at the first meeting of the Special Education Advisory Committee after the Board's Organizational Meeting, a chair and vice-chair shall be elected. Any voting member of the SEAC is eligible for election.

Meeting Conducted by Chair:

- the meeting will be conducted by the chair under the same procedures as the Board uses. All members shall have access to, and become familiar with, the Board policies.

Agenda of Meeting:

- the chair, in collaboration with the Supervisory Officer responsible for Special Education, will determine the agenda for each meeting, its scheduling and location, and ensure that
- committee members are appropriately informed of such details.

Recommendation to the Board:

- before making a decision on a recommendation of the SEAC, the Board shall provide an opportunity for the committee to be heard before the Board and before any committee of the Board to which the recommendation is referred.

Individual/Personal or Staffing Concerns:

- the committee shall not address individual/personal or staffing concerns, as this is the responsibility of the director of education or designate.

Contact with School Personnel:

- for the purposes of the committee functioning, all contact with school personnel shall be channeled through the Supervisory Officer responsible for Special Education.

Contact with the Board:

- for the purposes of the committee functioning, contact with the Board or its standing committees shall be channeled through the chair of the SEAC and the Supervisory Officer responsible for special education.

July 11, 2023

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

Dear Minister Lecce,

We write this letter on behalf of the members of the Dufferin Peel Catholic District School Board (DPCDSB) Special Education Advisory Council (SEAC), regarding the recruitment and retention of staff serving in the capacity of Educational Resource Worker (Educational Assistants). All Boards within Ontario employ some version of this job classification which supports our most vulnerable students with complex and diverse learning needs.

The function of staffing Educational Resource Workers has seen a steady decline in qualified candidates to work within our board. Over the past ten years, the post-secondary institutions offering programs of qualification for Educational Assistants have produced fewer graduates and as a result, a shortfall is felt, not only at our school board but throughout Ontario. Unfortunately, as the numbers of candidates for Educational Resource Workers decrease, the number of students requiring their invaluable support has increased. There simply aren't enough Educational Resource Workers to match the demands of our diverse learners.

Educational Resource Workers provide an invaluable resource to our students. They facilitate teaching and accommodating the needs of our diverse learners within an integrated and inclusive classroom. They help in the building of necessary life skills, assist with developing self-regulation and independence within the planning for independence classrooms. Teachers may teach the lessons; however, it's the indispensable hands-on teaching by our Educational Resource Workers who truly make a positive impact to our diverse learners. Some of our most vulnerable students even require personal care throughout the day, whether it's to eat, drink or use the washroom. All the while, the educational resource workers are tirelessly helping our diverse learners with special needs to be safe in all they do.

To add to their many duties, Educational Resource Workers also facilitate our diverse learners with their specialized equipment and technology to access their learning environment, whether it's in a classroom or gymnasium. Our Educational Resource Workers are right there helping our diverse learners manage their hearing aids, specialized technology, laptops, chrome books, iPads, sophisticated augmentative communication devices, eye gaze devices and switches. The school board itinerate teachers travel from school to school to help their diverse learners; physiotherapists,

occupational therapists, speech language pathologists, child youth workers, visit our diverse learners at school throughout the year also. As much as the teacher is informed of these specialized professional visits, it's the Educational Resource Worker who carries on with the prescribed recommendations for their diverse learners, ensuring their needs are met.

It's clear to see how critically important our Educational Resource Workers are to our diverse learners. Although the classroom teacher is ultimately responsible for all their students, it is the Educational Resource Workers' comprehensive duties and responsibilities that make or break a student's day. When there is a lack of Educational Resource Workers, our diverse learners are the ones who do not get their complete educational needs met.

Minister Lecce, Are the diverse learners' needs as important as those of the average student? Today, where equity, accessibility and inclusion are paramount, where are the Educational Resource Workers our diverse learners need? The shortfall of Educational Resource Workers in Ontario is a major problem in our education system.

Without intervention by the Government of Ontario to engage in a concerted effort to support post-secondary institutions in attracting more candidates to these programs, the supply and demand problem will continue to compound. There is precedent for this type of intervention as the province recently committed to spending up to \$200 million to train up to 16,200 additional Personal Support Workers through publicly assisted colleges, private career colleges and district school boards in the 2021-2022 school year.

We would ask that the Ministry of Education collaborate with the Ministry of Labour, Training and Skills Development, to develop a strategy in collaboration with post-secondary institutions to support the recruitment, retention, and training of Educational Resource Workers in the province of Ontario.

We thank you, in advance, for your serious consideration of our request, and we look forward to your proactive response to this educational crisis.

Sincerely,



<p>Bruno Iannicca, SEAC Chair, Dufferin-Peel Catholic District School Board (DPCDSB) Trustee Mississauga Ward 6 and 11</p>	<p>Dely Farrace, SEAC Vice Chair, DPCDSB SEAC Association Representative for Brampton Caledon Community Living</p>
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cc: DPCDSB Trustees

MPPs of Dufferin-Peel

Chairs of Special Education Advisory Committees