



AGENDA

Special Education Advisory Committee

Thursday, October 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) September 26, 2023	A. Brennan
7 Delegations/Presentations a) Education and Community Partnership Programs (ECPPs)	B. Hicks
8 Committee Reports Nil	
9 Staff Reports a) Special Incidence Portion (SIP) report b) Paac on SEAC Annual Calendar c) Goal setting 2023-2024/sub-committee break-outs	K. Dostaler A. Brennan A. Brennan
10 Correspondence a) Nil	
11 Adjournment	

**Next scheduled meeting:
Thursday, November 23, 2023 – 4:00 p.m.**



**Special Education Advisory Committee
(SEAC) Meeting
September 26, 2023 - 4:00 p.m.**

Members present: S. Binder, S. Lewis, N. Hamilton, A. Card, L. Rashotte, W. Haystead, E. Cotman, S. Ward, J. Parker, L. Solski, E. Reynolds,

Absent: A. Brennan, R. Glenn, D. Vanderkloet, R. Howard, J. Christie, A. James, T. Whittaker, C. Breau

Resource: K. Dostaler, S. Taylor-Harvey

Minutes: J. Kezar

1. Call to order

Vice-chair Rashotte 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

Vice-chair Rashotte requested a roll call of members.

4. Approval of the agenda

Mover: Shannon Binder

Second: Sandra Ward

That the agenda for the September 26, 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) June 8, 2023

Mover: Wendy Haystead

Second: Lisa Solski

That the minutes of the June 8, 2023 meeting be approved.

Carried

7. Delegations/Presentations

a) Individual Education Plan Review update, modifications, and best practices

Superintendent Dostaler proudly shared at the public board meeting last night, that the Student Services department is actively working on mental health and wellbeing initiatives within the Strategic Plan, as well as re-culturing Individual Education Plans (IEPs). He welcomed and introduced Geoff Courneya and Mike Chambers, Learning Support Coordinators, to the meeting to provide an IEP Review update.

Over the last two years, a large amount of data has been gathered about the benefits of modifying a student's curriculum programming during their educational journey. A variety of data sources have been reviewed, which has resulted in the creation of a clear and concise

guide to understanding modifications to programming and aligning students' IEPs with Ministry Guidelines and current research.

A data review process occurred, including what has been learned since the start of the journey. Mike shared the outcomes of the IEP Review, which included the creation of two new documents: Guiding Questions and Best Practices for IEPs, and Modifications Messaging. Geoff shared that conversations now need to occur at the school level, to raise the bar for each student in Reading, Math, De-streaming, and Equity. The creation of an IEP isn't automatically the first step in the process, but rather a discussion on what interventions could support closing of these gaps. They shared how the Intervention Log within the student information system (SIS) is the placeholder for all students and is used for staff/school teams to record information. Modifications should be used cautiously, and only as a last resort after all appropriate Universal Design for Learning strategies, accommodations, and interventions have been tried.

The shift in thinking will take time and will change the way teachers think about evaluation for some students. System Lead Taylor-Harvey noted the importance of creating clear and concise communications for parents/guardians, and the important role that SEAC members play.

8. Committee Reports

There were no committee reports.

9. Staff Reports

a) Welcome and key messages for 2023-2024

Superintendent Dostaler welcomed members to the first meeting of the year and acknowledged the commitment and dedication of members. He referenced the importance of the IEP re-culturing work and noted that updates will continue to be provided. Student Services launched a new internal website this fall. He also referenced Program/Policy Memorandum 169: Student Mental Health from the Ministry, which outlines the requirements to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention services. This includes mandated modules for Grade 7 and 8 teachers, with training to occur over the fall, for implementation in January 2024.

b) Governance Directive – 7.2.4(d) Special Education Advisory Committee

Superintendent Dostaler referred members to the Governance Directive in the agenda package and reviewed the Terms of Reference, Membership, Meetings, and Procedure information as mandated by Ontario Regulation 464/97.

c) Student Services personnel update

System Lead Taylor-Harvey provided an update to advise of staffing changes in the Student Services department. She shared the following changes:

- Geoff Courneya and Chris Keane, formerly Assistive Technology Learning Coaches, are now learning support coordinators.
- Each learning support coordinator supports one school group and also has key portfolio responsibilities.
- Reductions to the Speech and Language and Psychological Services teams have occurred.
- Lisa Lynch (board certified behavior analyst) is on a leave this year, and Ellen Spittle is temporarily replacing her role.

- Jennifer Marr is the temporary applied behaviour analysis coordinator, replacing Ellen Spittle.
- d) Program/Policy Memorandum 169: Student Mental Health
Superintendent Dostaler referred members to Program/Policy Memorandum 169: Student Mental Health, effective January 1, 2024. The Ministries of Health and Education are committed to working together to build a continuum of mental health and addictions care that is coordinated, comprehensive and responsive to the needs of every student. School boards will provide responsive, evidence-informed student mental health promotion, prevention, and early intervention services to students. This PPM is a work in progress, with plans for a Planning Table with community partners. Information will be unpacked and discussed at a regional meeting in October, to further discuss good implementation to be ready for January. Further updates will be provided to members, as they become available.
- e) Goal setting 2023-2024/sub-committee breakout sessions
Vice-chair Rashotte recapped the work of sub-committees last year, and invited members to move into breakout sessions, to continue with discussions and planning. Early Years will disband as a sub-committee as it was a duplicate service, so members joined one of the other two sub-committees. If members want to establish a new sub-committee, suggestions can be shared at a future meeting.

Sub-committee updates were shared as follows:

Mental Health

- Data has been received from school staff. Common themes were primarily geographic impacts (less access for some areas to mental health supports), parent engagement, trust building, readiness for therapy, and perceptions outside of school. Anxiety was highly ranked.
- Actioning staff to do small and large groups for in-services, including PPM 169: Student Mental Health.
- Tier 3 and 4 with PPM 169 to come, with the goal of bringing core mental health back to boards and developing steps forward.
- Next steps will include capturing student voice, and determining what supports they need and how to deliver same.
- Next meeting is scheduled for October 10, 2023 at 4:00 p.m.

Individual Education Plans

- System Lead Taylor-Harvey noted that meetings will occur monthly, on the second Thursday at 9:30 a.m. (hybrid model).
- The main goal this year will be to create a draft of a Parent Information Guide for IEPs, in alignment with the documents presented today.
- Possibility of doing a presentation for parents/guardian, possibly through school councils.
- Request for more information on timelines and how consistent we are across schools in terms of parent/guardian consultation.

10. **Correspondence**

Dufferin-Peel Catholic District School Board letter – July 11, 2023

11. **Adjournment**

The meeting was adjourned at 5:33 p.m.

To: Special Education Advisory Committee (SEAC)

From: Ken Dostaler, Superintendent of Education, Student Services

Re: **Special Incidence Portion (SIP) Report**

Purpose

To provide an update on Special Incidence Portion (SIP) funding.

Background

Hastings and Prince Edward District Board (HPEDSB) believes in a service delivery model that is inclusive of all exceptional students with special education program and service needs. There are some students whose extraordinary needs require additional supports. The Ministry of Education has established Special Incidence Portion (SIP) funding for additional staff support to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities and/or exceptionalities, and others at school.

Current Issues

What is SIP?

SIP is Ministry of Education funding for staff support to ensure the health and/or safety of students who have extremely high needs related to their disabilities and/or exceptionalities that require an intense amount of staff support.

What is the criteria for an application for SIP student funding?

- For an approved full-time (300 minutes or more/day) student the maximum amount of funding provided for a claim is \$27,679 (2022-23).
- The key for the student to meet SIP criteria is determined by the amount of staff support the student receives during their school day provided by board paid employees. This support can include the support of a bus monitor for transportation, early childhood educator (DECE) in JK/SK classes, regional classroom teachers, educational assistants (EAs) assigned to class, as well as any direct EA access time and learning support teacher (LST) time.
- Students must receive direct support by more than two board-paid employees for a minimum of 10% of every school day. For HPEDSB, the support is usually delivered by a Special Education teacher and EAs. There are times that LSTs are in direct supervision/monitoring and contact with the student; and therefore, if this time is 10% they can be considered.
- From 2018-2019 to 2022-2023, SIP funding has increased by 127%

What are the patterns of the students who usually meet SIP criteria?

- For secondary school students – health and/or safety issues tend to increase due to the manifestations of their medical diagnosis or exceptionality.
- Students who are identified as a health claim tend to have chronic issues during their school years (both elementary and secondary) because of their complexity. These issues often require more than one EA to support the needs of daily living, especially as they get older.
- Elementary students who are identified with a safety claim may not meet SIP criteria because of the strategic support and programming implemented by the school to meet the needs of the student.

Steps to complete a SIP Claim (up and until September 2023)

- Completion of the timetable is the starting point for any claim. This involves working with the school support staff (often the LST) and working through the student timetable on the electronic template and completing a general information form regarding certain school logistics.
- In addition to the completed staff support timetable, supporting documentation like the Individual Education Plan (IEP), Safety Plan, Medical/Health plan, assessments, etc. are included. All support documents must include parallel language with respect to the staffing support the student receives.
- IEPs are scrutinized to ensure they match the support listed under human resources. Pertinent Special Equipment Amount (SEA) equipment must also be listed.
- Parents/guardians must be informed that a SIP claim is being submitted on behalf of their student (via a letter), but parents/guardians are not required to give approval for the submission. Parent/guardian notification must be done prior to the submission date which is usually mid-December each year.

Key Considerations

- It is important to note that the approved claim funding is not directed back to specific students. The funding is directed back to HPEDSB as an additional Special Education allotment.
- In the 2023–2024 school year, the Ministry is undertaking a review to modernize SIP allocation and temporarily adjusting the SIP funding approach by using a formula to calculate the amount for each school board. Accordingly, SIP funding for each school board for 2023–2024 is allocated based on the school board's historical SIP funding amounts plus a growth rate applied. This funding approach to SIP will relieve school boards of administrative work required in the claims submission process. A similar funding approach was employed during the 2020–2021 and 2021–2022 school years.
- The new SIP funding process with automatic increase appears to be inadequate using same size board comparators. Enhanced funding for additional special education staffing supports is crucial for boards, and lack of human resources is one of the top requests from schools and stakeholders when surveyed by HPEDSB (EAs, behaviour specialists, occupational therapists, speech and language pathologists, etc.).
- SEAC advocacy for increased SIP funding will be an important step moving forward.

Next steps

- Discuss drafting an advocacy letter from SEAC to request a review of the SIP funding allotment (using same size board comparators), and to advocate for increased funding for boards.

Special Education Advisory Committee Annual Calendar of SEAC Business

2022-2023

PAAC on SEAC encourages school boards to use the PAAC on SEAC Handbook of Effective Practices for SEAC Members as part of the training. A copy of the handbook can be downloaded at www.paac-seac.ca

SEAC On-Going SEAC Activities

- Request notification of all Ministry of Education announcements related to special education and ensure SEAC Chair is registered on the SEAC E-learning site
- Provide orientation to new members and on-going professional development for all SEAC members
- Provide opportunities for SEAC members to provide presentations and updates about their association/organization
- Consider ways to enhance parent engagement and collaboration in special education in every program/initiative
- Evaluate SEAC effectiveness and identify ways to improve meetings

Glossary – A glossary for all of the terms and acronyms underlined in the calendar is in the attached appendix.

ANNUAL CALENDAR OF SEAC BUSINESS for 2022-23

Month	Annual Activities	2022-23 Activities
September	<ul style="list-style-type: none">• Confirm Special Education Report Checklist submitted to Regional Office in July• Review <i>ODA Accessibility Plans</i> (due Sept. 30)• Develop or review SEAC annual agenda/goals• Ask for projected enrolment for the coming year	<p>Request information on:</p> <ul style="list-style-type: none">• Deferred revenue on 2022-23• BIPSA special education goals and performance indicators for 22-23• PD Day plans for 22-23 related to special education

- Ask for School Board Estimates for current school year submitted in June to the Ministry

Month	Annual Activities	2022-23 Activities
October	<ul style="list-style-type: none"> • Develop process for review of 2022-23 Special Education Plan • Request update on last EQAO results: including deferrals, exemptions, participation rates, accommodations provided for students on an IEP and achievement levels. • October Report (OnSIS) Data: • Request numbers of exceptional students, placement data, suspensions expulsions data 	•
November	<ul style="list-style-type: none"> • Ask for actual enrolment for the current year (basis for some special education funding) • IEP Update: Request confirmation that all first term IEP reviews are completed 	<ul style="list-style-type: none"> • Check the EduGains website to see all of the IEP Samples (see Additional Resources below)
December	<ul style="list-style-type: none"> • Special Education Programs and Services receive information on any changes being considered for 2023-24 and the process for review of Special Education Plan • Ask for School Board Revised Estimates for current school year and School Board Financial Statements for the previous school year submitted to Ministry 	•

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| January | <ul style="list-style-type: none"> • Ask for SIP claim numbers • Financial Update: Re: 2022-23 special education grants, expenditures and reserve fund amount, and 2023-24 budget process | • |
| February | <ul style="list-style-type: none"> • Review proposed changes to special education programs and services in Special Education Plan • Request an IEP Update | • Review parent resources to ensure they are user friendly and easy to understand |
| March | <ul style="list-style-type: none"> • Continue discussion of special education programs and services • Request an update on the BIPSA process | • |
| April | <ul style="list-style-type: none"> • Request preliminary budget for special education • Request data reported to OnSIS in March | • Monitor and participate in public consultations on Special Education Plan |

- | Month | Annual Activities | 2022-23 Activities |
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| May | <ul style="list-style-type: none"> • Information update and discussion re: Special Education Plan/Report Checklist and budget • Ask for School Board Financial Report for September 1, 2022 to March 31, 2023 | • Monitor participate in public and consultations on Special Education Budget |
| June | <ul style="list-style-type: none"> • SEAC recommendations regarding special Education Plan/Report Checklist and budget • Request Special Education data (including IEP and IPRC) for September meeting | • Make recommendations to Trustees on the 2023-24 Special Education Plan and budget |

- Develop draft SEAC annual agenda and goals

Develop a plan for SEAC activities in 2023-24