



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

Members present: S. Binder, S. Lewis, N. Hamilton, A. Card, A. Brennan, D. Vanderkloet, R. Howard, E. Cotman, S. Ward, L. Solski

Absent: L. Rashotte, R. Glenn, W. Haystead, J. Christie, A. James, J. Parker, E. Reynolds, T. Whittaker, C. Breau

Resource: 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 Binder offered the Land Acknowledgement.

3. Roll Call

Chair Brennan requested a roll call of members.

4. Approval of the agenda

Mover: Lisa Solski

Second: Shannon Binder

That the agenda for the October 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) September 26, 2023

Mover: Shannon Binder

Second: Lisa Solski

That the minutes of the September 26, 2023 meeting be approved.

Carried

7. Delegations/Presentations

a) Education and Community Partnership Programs (ECPPs)

Becky Hicks, Learning Support Coordinator, provided an overview of Education and Community Partnership Programs (ECPPs). Becky referred to the ECPP brochure and shared the program goal, which is to support students with complex social-emotional and mental health needs to stabilize, develop strategies to engage in learning, and provide a supportive transition to a classroom in their community school. As an integrated part of Ontario's education system, the ECPP:

- provides critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services;
- facilitates transitions to future education success.

Programming priorities include:

- intensive, short-term intervention with specialized staff in a small group setting (up to a maximum of 8 students per program);
- academic programming to close learning gaps with a focus on language and math, following the Ontario curriculum;
- targeted programming to support social-emotional and mental health needs with a focus on teaching strategies to support the student's needs;
- occupational therapy support with a focus on assessment and intervention to support each child to engage in learning;
- supported transitions when the student returns to their home school.

Placement is determined by a Governance Committee, based on available spaces and best fit for the student. ECPPs are located at:

- Harmony Public School (Grades 3 to 8)
- Central Hastings School (Grades 1 to 8)
- North Trenton Public School (Grades 1 to 6)
- Park Dale School (Grades 1 to 6)
- York River Public School (Grades 1 to 6)
- St. Leonard's Home (Grades 7 to 12 male students)

Superintendent Dostaler shared that ECPPs are heavily supported by mental health staff. He referenced previous discussions at SEAC, regarding the high number of students in ECPP who are diagnosed with ASD. The composition of ECPPs may be reviewed for future planning to support students with ASD. Members will be included in discussions and will have a voice on this issue.

8. Committee Reports

There were no committee reports.

9. Staff Reports

a) Special Incidence Portion (SIP) report

Superintendent Dostaler referred members to the Special Incidence Portion (SIP) report contained within the agenda package. He shared that some students who have extraordinary needs, require additional support. The Ministry has provided SIP funding to school boards, 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. Superintendent Dostaler noted that for 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 board. As such, funding for 2023-2024 is allocated based on the school board's historical SIP allotment plus a growth rate amount. This approach was used in previous years, from 2020 to present. The funding appears to be inadequate using same size board comparators.

A discussion ensued, to contemplate 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. A draft advocacy letter to the Ministry has been crafted, which will be circulated to members for feedback and distribution.

b) PAAC on SEAC Annual Calendar

Chair Brennan referred members to the PAAC on SEAC Annual Calendar, included in the agenda package. She noted that the calendar for 2023-2024 has not been updated on the PAAC on SEAC website as of yet. PAAC on SEAC encourages school boards to use the

[Handbook of Effective Practices for SEAC Members](#), which also includes an annual calendar of SEAC business. Chair Brennan reviewed the goals outlined and noted that we cover most items but perhaps at different times of the school year. Also posted on the [website](#), is information regarding the purpose of a SEAC, Roles and Responsibilities, and Meeting process.

c) **Goal setting 2023-2024/sub-committee breakout sessions**

Chair Brennan invited members to move into breakout sessions, to continue with discussions and planning. Sub-committee updates were shared as follows:

Mental Health

- The team is working towards creating a mental health survey for students, geared to those in special education programs, with the assistance of Information and Technology Services.
- Work will continue in collecting information to enhance mental health programs for Tier 1 to Tier 4 in HPEDSB, with the inclusion of student voice.

Individual Education Plans (IEPs)

- Members are working on the content for communication with parents/guardians to support students in pathways and the creation of a Guide to the IEP document.
- The Community Early Learning and Education Committee, has two main projects:
 - Infant and Early Mental Health project which incorporates early mental health into practice with families during pregnancy, infancy, and early childhood. Ages and Stages questionnaires are being completed for children who are two months old to four years old, which will target key indicators that kids are meeting milestones. The goal is to help close gaps in services for infants. Staff training is occurring soon, regarding data collection.
 - Transition to School Committee is working to refine the process between community care agencies who support early years, between Hastings and Prince Edward District School Board (HPEDSB) and Algonquin and Lakeshore Catholic District School Board (ALCDSB), to ensure we have similar processes.

10. **Correspondence**

There was no correspondence shared.

Chair Brennan reminded members that elections for the position of Chair and Vice-chair, will occur at the December meeting.

11. **Adjournment**

The meeting was adjourned at 5:25 p.m.