



# AGENDA

**Special Education Advisory Committee**

**Thursday, January 25, 2024**

<b>Item</b>	<b>Responsibility</b>
1 Call to Order – 4:00 p.m.	L. Rashotte
2 Acknowledgement of Traditional Lands	S. Binder/K. Hambly
3 Roll Call	L. Rashotte
4 Approval of Agenda	L. Rashotte
5 Declarations of Conflict of Interest	L. Rashotte
6 Approval of Minutes from Previous Meetings a) December 7, 2023	L. Rashotte
7 Delegations/Presentations a) Individual Education Plan (IEP) sub-committee update b) EQAO data review • Grade 10 – Ontario Secondary School Literacy Test (OSSLT)	M. Chambers S. Taylor-Harvey
8 Committee Reports Nil	
9 Staff Reports a) Membership update b) Special Education Plan – Part 1	L. Rashotte K. Dostaler
10 Correspondence a) Minister’s Advisory Council on Special Education – Meeting Highlights i) February 15 and 16, 2022 ii) November 29, 2022 iii) March 14, 2023 b) Special Incidence Portion letter c) Together We’re Better Contest d) Peterborough Victoria Northumberland and Clarington Catholic District School Board letter – January 15, 2024	L. Rashotte    K. Dostaler L. Rashotte L. Rashotte
11 Adjournment	

**Next scheduled meeting:  
Thursday, February 22, 2024 – 4:00 p.m.**



**Special Education Advisory Committee  
(SEAC) Meeting  
December 7, 2023 - 4:00 p.m.**

**Members present:** S. Binder, S. Lewis, N. Hamilton, A. Card, L. Rashotte, A. Brennan, R. Glenn, R. Howard, E. Cotman, J. Christie, S. Ward, A. James

**Absent:** D. Vanderkloet, W. Haystead, J. Parker, L. Solski, E. Reynolds

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

**Minutes:** J. Kezar

**1. Call to order**

Superintendent Dostaler 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**

Superintendent Dostaler requested a roll call of members.

**4. Approval of the agenda**

**Mover:** Andrea Brennan

**Seconder:** Shannon Binder

That the agenda for the December 7, 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) November 23, 2023

**Mover:** Ashley Card

**Seconder:** Sandra Ward

That the minutes of the November 23, 2023 meeting be approved.

**Carried**

**7. Review of the election process for SEAC Chair and Vice-chair**

Superintendent Dostaler reviewed the election process for SEAC Chair and Vice-chair as set out in the Board By-Laws, Section 3.4.2. System Lead Taylor-Harvey and Julie Kezar were appointed as scrutineers for the election.

**8. Election of SEAC Chair**

Superintendent Dostaler called for nominations for the position of SEAC Chair.

Andrea Brennan nominated Lisa Rashotte for the position of SEAC Chair, and Sandra Ward seconded the nomination. Lisa accepted the nomination.

Superintendent Dostaler called for nominations for the position of SEAC Chair a final time. There were no further nominations for the position of SEAC Chair.

Superintendent Dostaler acclaimed Lisa Rashotte Chair of SEAC. Lisa thanked everyone for the opportunity.

**9. Election of SEAC Vice-chair**

Chair Rashotte called for nominations for the position of SEAC Vice-chair.

Trustee Binder nominated Ashely Card for the position of SEAC Vice-chair and Andrea Brennan seconded the nomination. Ashley accepted the nomination.

Chair Rashotte called for nominations for the position of SEAC Vice-chair a final time. There were no further nominations for the position of SEAC Vice-chair.

Chair Rashotte acclaimed Ashley Card as SEAC Vice-chair. Ashley thanked members for the nomination.

**10. Delegations/Presentations**

**a) Blind/Low Vision and Deaf and Hard of Hearing services**

Glenda McComb, DHH/BLV Coordinator, provided an overview of Blind/Low Vision and Deaf and Hard of Hearing services. She shared data pertaining to student support, assessments, equipment/technology, and Special Equipment Amount (SEA) in creating a barrier free learning environment, with various accommodations in place to support students.

**b) EQAO data review**

Stephanie Taylor-Harvey, System Lead, referred to the report contained in the agenda package regarding student achievement data from the 2022-2023 EQAO Primary and Junior Assessments of Reading for Grades 3 and 6 students with special education needs. Hastings and Prince Edward District School Board (HPEDSB) student data in comparison to Provincial data was shared with members to review and discuss, and to gather insights for next steps to improve the achievement of students with special education needs.

A discussion ensued regarding Individual Education Plan (IEP) re-culturing/gap closing, student exemption and students who are not able to fully access Grade level curriculum. Members requested that additional EQAO data be shared, including reading, math, and the Grade 10 Ontario Secondary School Literacy Test (OSSLT) as well as trends over time.

**11. Committee Reports**

There were no Committee Reports.

**12. Staff Reports**

**a) Special Education Plan review process**

Superintendent Dostaler shared that the Special Education Plan is a document that incorporates provincial standards that school boards must meet, to ensure that exceptional students in Ontario receive the best quality education possible. One purpose is to inform the Ministry and the public about special education programs and services that are provided by the board, in accordance with legislation and Ministry policy on special education. SEAC has a role to play in providing advice and feedback regarding special education programs and services, by reviewing the Special Education Plan on an annual basis. Sections of the Special Education Plan will be provided to members in advance, and then reviewed at future meetings commencing in January 2024.

b) **Tri-Board SEAC meeting**

Superintendent Dostaler noted that the Tri-Board SEAC meeting has been tentatively scheduled for Monday, May 13, 2024 at Algonquin and Lakeshore Catholic District School Board (ALCDSB) in Napanee. Dr. Laurie Faith will present on Executive Functions. Members were asked to update their calendars with this information.

13. **Correspondence**

Superintendent Dostaler referred to a final copy of the Special Incidence Portion (SIP) letter, which will be forwarded to the Minister of Education. A final copy of the letter will be shared with members at the January meeting.

14. **Adjournment**

The meeting was adjourned at 5:00 p.m.



# **SPECIAL EDUCATION PLAN PART 1 REVIEW**

**JUNE 2024**

**(September 2023 to June 2024)**

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## **APPENDICES**

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**Appendix E** – Sample Individual Education Plan







HASTINGS AND PRINCE EDWARD  
DISTRICT SCHOOL BOARD

LEARNING TOGETHER



**2020-2025**

**Strategic Plan**

# STRATEGIC PRIORITIES

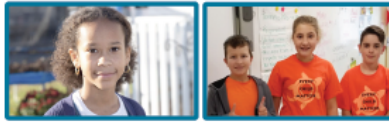
## Foster a Culture of Excellence and High Expectations For All

- Decisions will be made from a student-centered approach considering the impact on students and connected to this plan
- Improve the student experience as informed and evidenced by the annual completion of secondary school exit surveys
- Provide universally designed learning opportunities and supports based on each student's learner profile
- Enhance staff potential and professional development experiences through the utilization of employee growth plans, performance appraisals and recognition opportunities
- Recognize and celebrate innovation and excellence on an annual basis
- Enhance leadership development and succession planning through specific training and mentorship opportunities
- Advocate for public education and demonstrate sound decision making through good governance



## Promote Safety and Well-Being

- Create environments where students and staff feel safe and are supported to learn, work and thrive
- Foster resiliency and respectful relationships among and between staff and students
- Reduce the number of student suspensions and expulsions
- Adopt the principles of Restorative Justice, and provide appropriate and personalized interventions wherever needed
- Support students and staff through increased awareness and access to professional mental health resources
- Collaborate with community partners to support the needs of students and staff
- Support employee mental health and wellness through professional resources, supports and innovative practices



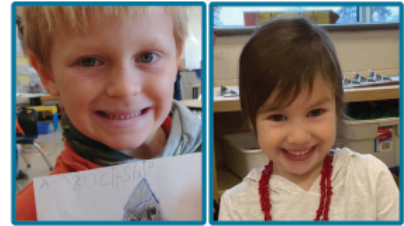
## Strengthen Community through Equity and Social Justice

- Provide intentional resources and opportunities to create a culture of acceptance, adopting principles of equity that reflect the diversity of our students, their families and staff
- Create inclusive environments by increasing the visibility and recognition of diversity, including the celebration of Black History Month, Pride Month and Indigenous History Month
- Ensure greater inclusion and diversity of student representation at all levels of Board and school leadership
- Identify and reduce discrimination through enhanced tracking, monitoring and education
- Support and implement necessary actions to incorporate Recommendation #10 of the Calls to Action from the Truth and Reconciliation Commission:
  - Close identified educational achievement gaps to within one generation
  - Improve education attainment levels and success rates
  - Develop culturally appropriate curricula
  - Assert and teach aboriginal languages as credit courses
  - Enable parental and community responsibility, control and accountability for what all parents enjoy in public school systems
  - Enable Aboriginal parents to fully participate in the education of their children
- Collect voluntary self-identification Indigenous student data to intentionally make program and resource decisions
- Ensure recruiting, hiring, and retention practices reflect diversity and inclusion
- Utilize gender-neutral language in all Board documents and practices



## Improve Student Success and Achievement

- Annual Increase in the percentage of students meeting the provincial standards in Grade 3, 6, 9, and 10 assessments
- Annual Increase in students (Kindergarten to Grade 3) reading at benchmarks by establishing a comprehensive early literacy strategy, with an emphasis on speech and oral language development and phonemic and phonetic competence levels
- Annual Increase in individual secondary school graduation rates, and overall Hastings and Prince Edward District School Board graduation rate, year over year, meeting provincial standard by 2025 (85%)
- Annual Increase in the number of adult students achieving an Ontario Secondary School Diploma (OSSD)
- Annual Increase in the number of students in Grades 9 to 12 achieving credit benchmarks (8 for 8 credits in Grade 9, and 16 for 16 credits in Grade 10)
- Increase in the number of students accessing Ontario Youth Apprenticeship Programs (OYAP), Dual Credits and Specialist High Skills Major (SHSM) opportunities



## Ensure Responsible Communications

- Promote Hastings and Prince Edward District School Board as the system of choice through a new unified corporate and school identity
- Improve experience through revised and diverse communication platforms
- Improve public relations by providing information that is timely, transparent and accessible for all
- Increase awareness and presence through the sharing of compelling student, staff and school experiences
- Increase engagement in the number of parents participating in Parent Involvement Committee events and school councils

**VISION:** Lead with integrity and high expectations for all.

**MISSION:** Inspire curiosity, display compassion and empathy, nurture individuality, and foster a sense of community on our journey to higher achievement.



# HPE

HASTINGS AND PRINCE EDWARD  
DISTRICT SCHOOL BOARD



LEARNING TOGETHER



Education Centre  
156 Ann Street  
Belleville, ON  
K8N 3L3  
613-966-1170  
1-800-267-4350

information@hpedsb.on.ca  
www.HPEschools



@HPEschools



HPEschools

**GOAL: Empower each school to effectively program to meet the needs of all students by refining our integrative and responsive service model.**

**Equity Principles**



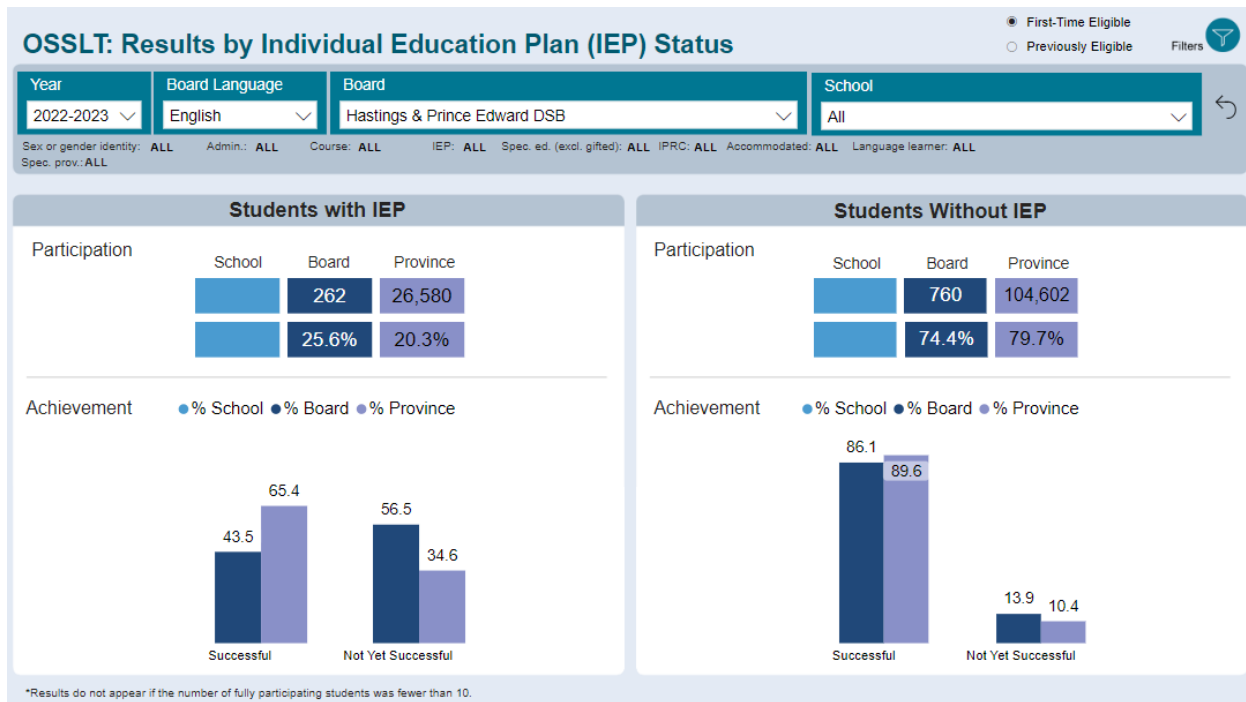
**Improvement Actions**

- 5 Guiding Questions**
1. Who are our students as learners?
  2. What do we want them to be able to know and do?
  3. How will we program to promote student learning?
  4. How will we know if students are progressing and achieving?
  5. What will we do for those that continue to struggle?

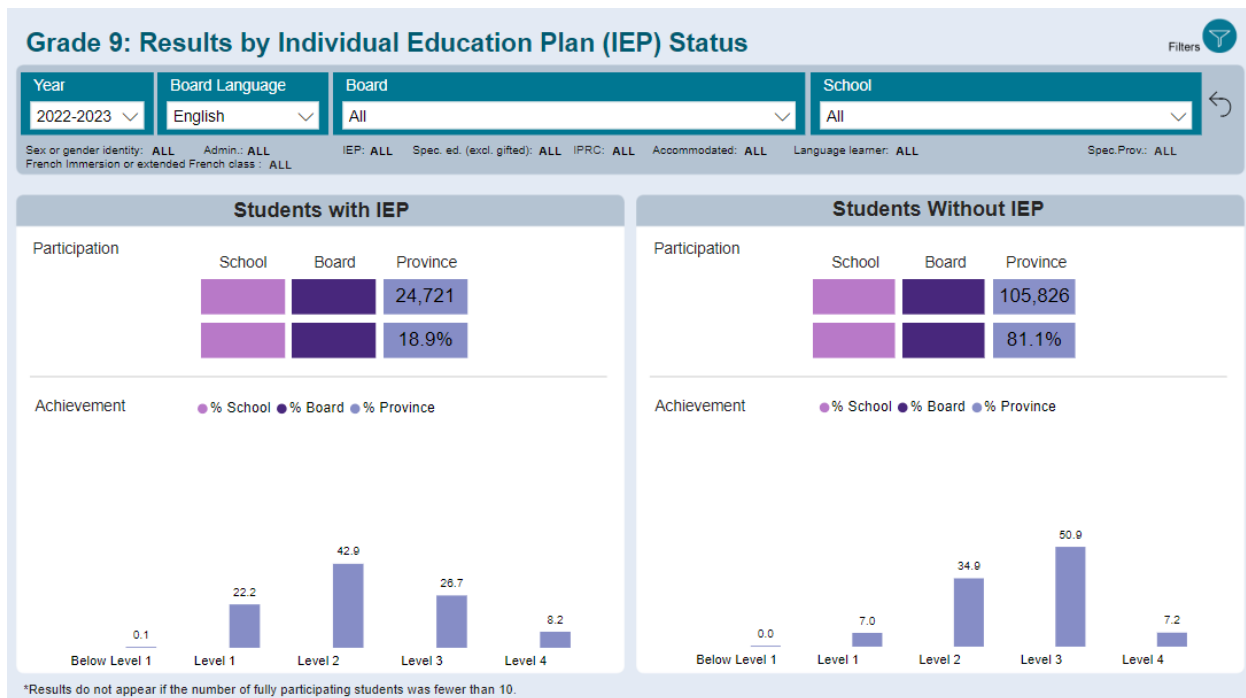


**Education Quality and Accountability Office (EQAO) Achievement Results**  
EQAO results for 2021-22 for students with Special Education needs, are as follows:

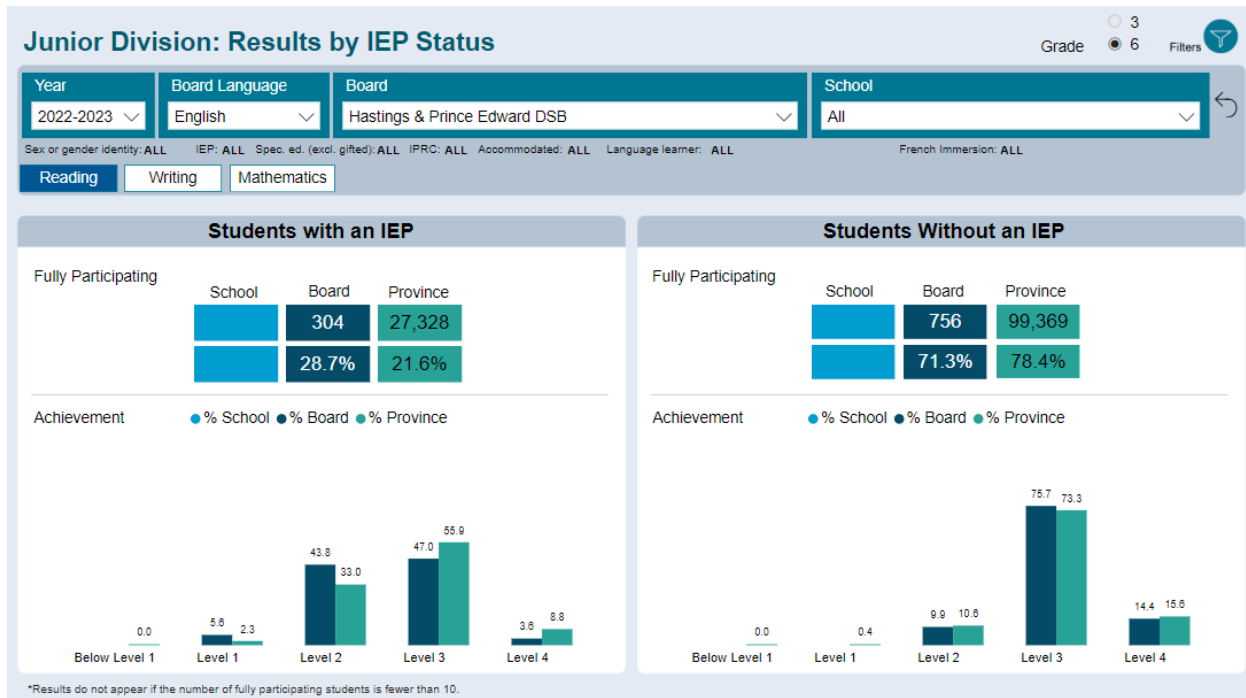
**Ontario Secondary School Literacy Test (OSSLT)**



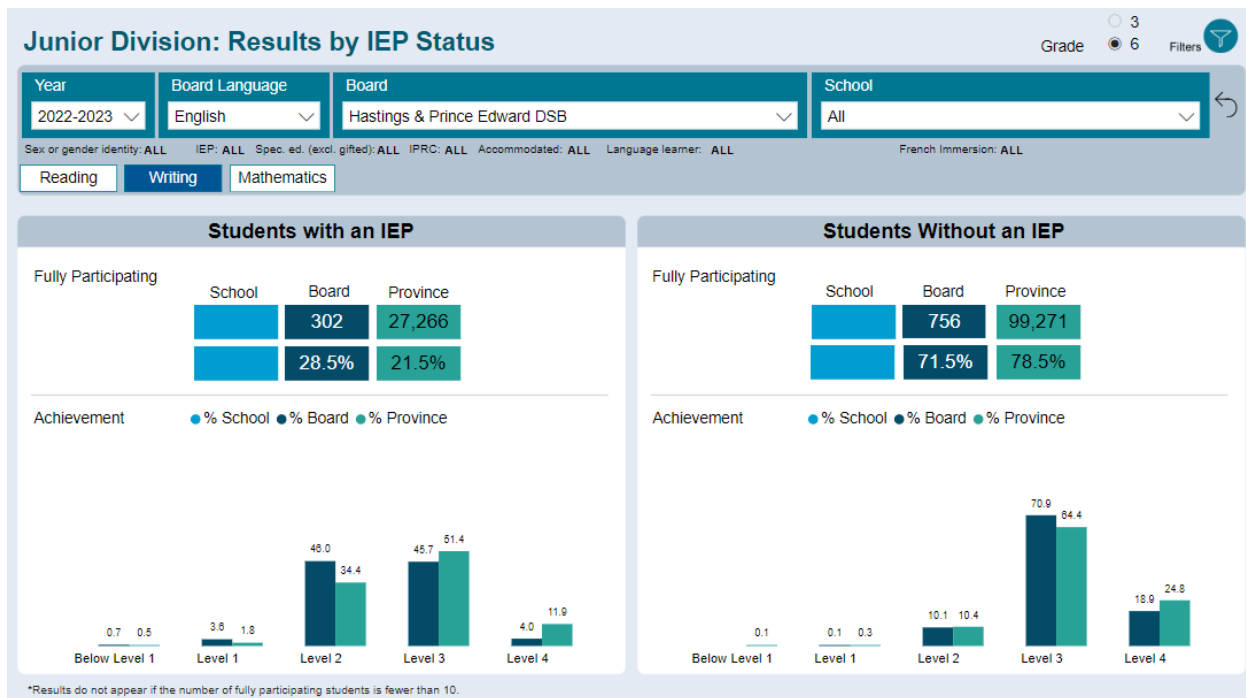
**Grade 9 Mathematics**



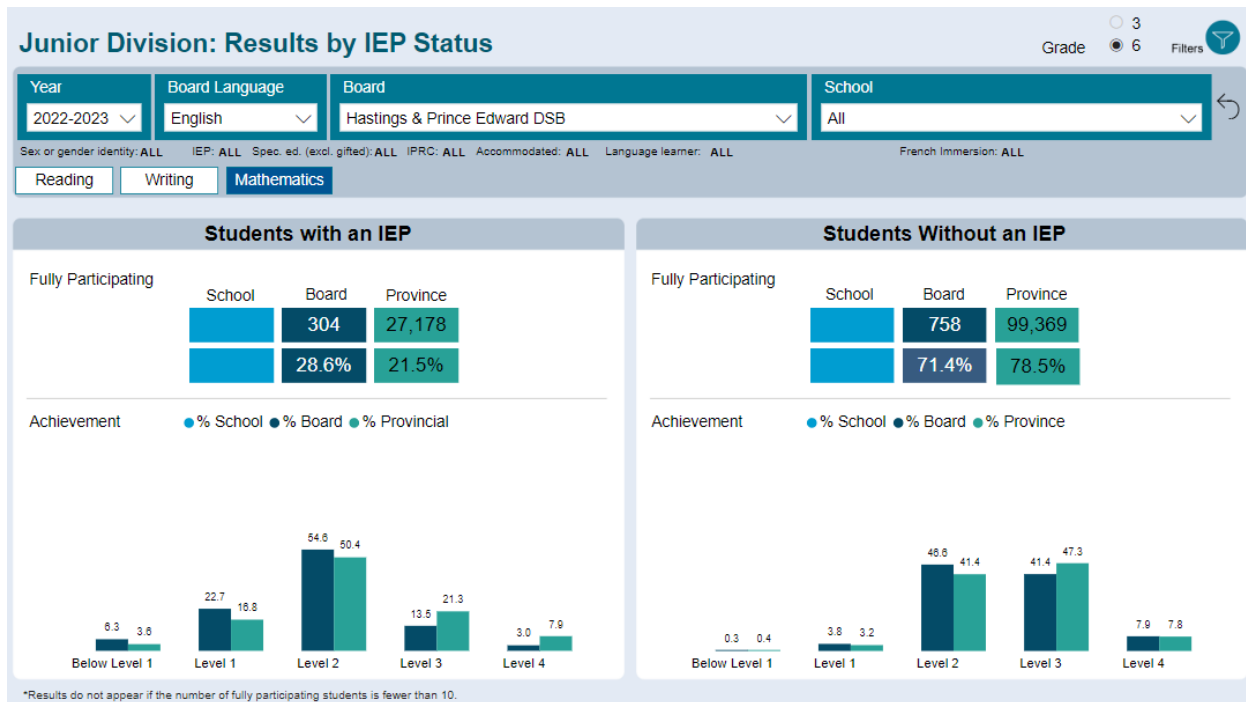
# Junior (Grade 6) Reading



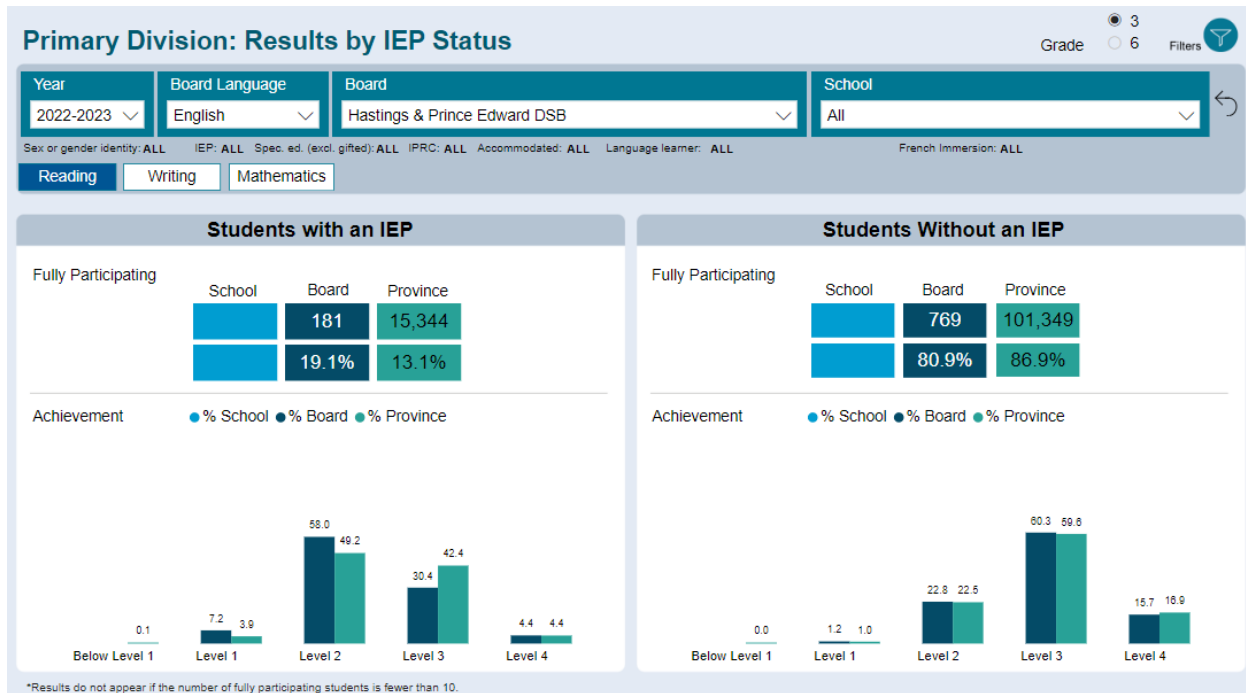
# Junior (Grade 6) Writing



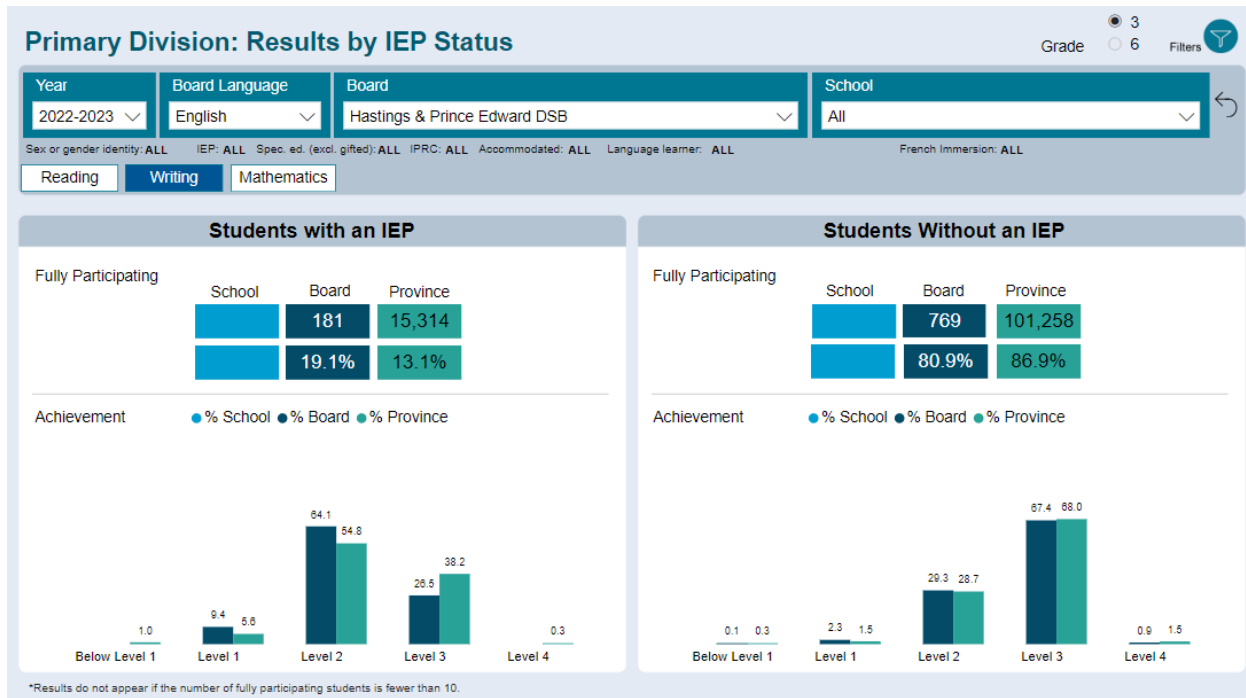
# Junior (Grade 6) Mathematics



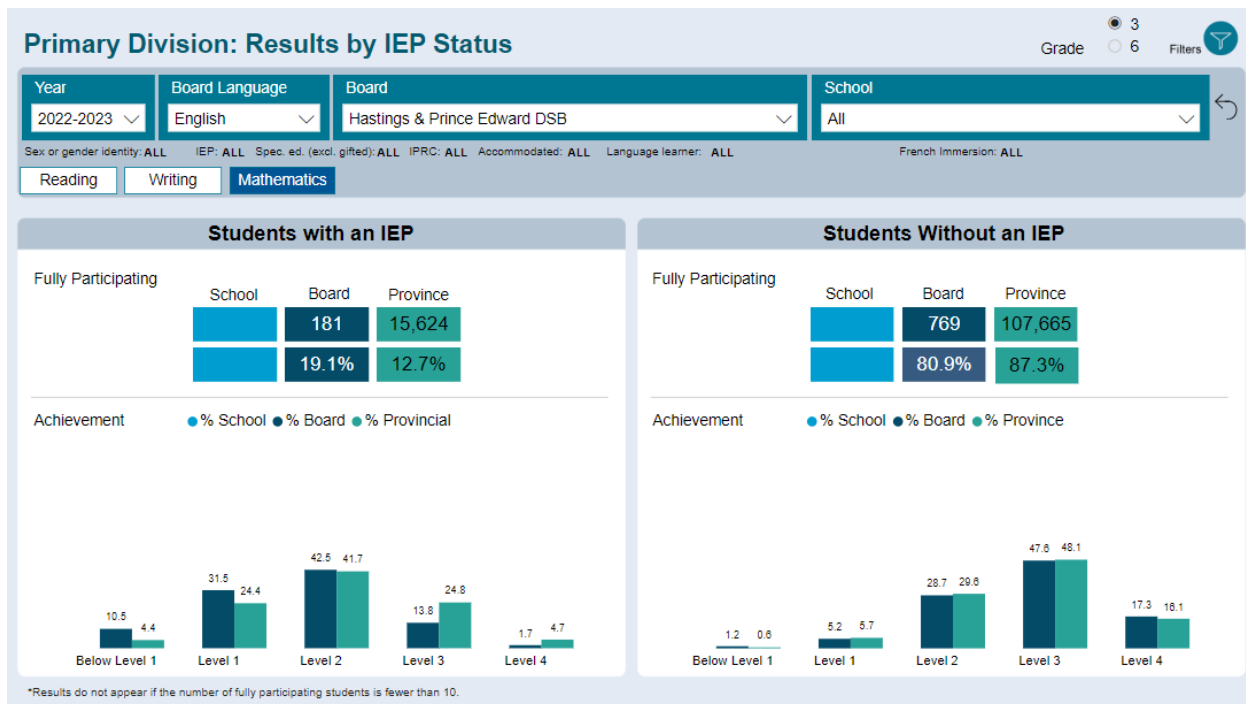
# Primary (Grade 3) Reading



# Primary (Grade 3) Writing



# Primary (Grade 3) Mathematics





## 1.0 HASTINGS AND PRINCE EDWARD DSB CONSULTATION PROCESS

### **Purpose**

To provide an opportunity for members of the Special Education Advisory Committee (SEAC), parents/guardians, students, school councils, trustees, and community agencies to advise on special education matters. SEAC members are consulted on sections of the Special Education Plan by offering suggestions and amendments to the Plan.

### **The consultation process includes:**

- presentation of sections of the Special Education Plan to SEAC;
- discussion of each section;
- feedback provided by SEAC based on input from their associated agencies;
- public and the local community being invited to provide feedback and input through the board's website via email.

### **Special Education information and communication**

Information pertaining to Special Education programs and services is available on the Hastings and Prince Edward District School Board (HPEDSB) website, [www.HPEschools.ca](http://www.HPEschools.ca) > Community & Families > Services > Special Needs Support. Hard copies can be obtained by contacting Student Services at the Education Centre: 156 Ann Street, Belleville, Ontario, K8N 3L3 (613) 966-1170.

- Agendas and minutes for SEAC meetings are posted on the board website.
- SEAC prepares communications regarding their role and how they may support parents/guardians.
- Presentations are held for school councils, community agencies and forums as requested.
- *A Parent/Guardian Guide to Special Education* on the Identification, Placement, and Review Committee (IPRC) process is distributed through schools, included as an Appendix to the Special Education Plan, and is also accessible on the website, [www.HPEschools.ca](http://www.HPEschools.ca) > Community & Families > Services > Special Needs Support > Student Services Resources.

### **Annual review process**

Ministry response to the annual submission and subsequent amendments are shared with SEAC. The Plan remains a standing item on the SEAC agenda for the spring meetings. Consultation, review and feedback opportunities are provided to the committee and comments are incorporated.

Parents/guardians, community, staff, and board committees are provided with the opportunity to ask questions and submit feedback on the Plan through the board's website, through members of SEAC and via various special education workshops and forums presented. Feedback is welcomed at any time during the year. The Plan is approved on a yearly basis by the Board of Trustees, during the month of May/June.

### **Minority reports**

Any Minority Reports written by a member of SEAC are presented to the superintendent of Student Services. The superintendent will take the Minority Report to the Board as an information item. There were no Minority reports received at the time of this report. SEAC provides regular updates and recommendations to the board. SEAC also maintains trustee representation on the committee.

## Special Education reviews

The Special Education Plan must also provide information on the results of any internal or external reviews of existing special education programs or services within the board that have taken place over the current/previous year. The following reviews were undertaken (being revised):

- Transitions/Early Years in collaboration with community partners;
- Individual Education Plan (IEP) Development Support Document;
- System Programs and Education and Community Partnership Programs;
- Therapeutic Crisis Intervention Recertification;
- Educational assistant data review and allocation process;
- Special Incident Portion review.

SEAC is provided information on the results of any review of Special Education programs and services and provided with an opportunity for input.

## References

- *Education Act*, Regulation 298
- *Education Act*, Regulation 464/97
- Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 2017
- Learning for All 2013
- Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools 2010
- Equity and Inclusive Education in Ontario Schools 2009
- Caring and Safe Schools in Ontario
- Shared Solutions 2007
- Differentiated Instruction Professional Learning Strategy
- Special Education Transformation
- Guidelines for Approval and Provision of an Education and Community Partnership Program 2023-24
- HPEDSB [2020-2025 Strategic Plan](#): Learning Together
- HPEDSB 2019-2022 [Board Improvement Plan](#)
- *Freedom of Information and Protection of Privacy Act*
- *Personal Health Information Protection Act*, 2004
- Policy/Program Memorandum No. 8 (PPM 8)
- Policy/Program Memorandum No. 11

## 2.0 SPECIAL EDUCATION PROGRAMS AND SERVICES

### **2.1 General Model for Special Education**

The Special Education Plan for Hastings and Prince Edward District School Board is designed to comply with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Education Act* and regulations made under the act, and any other relevant legislation.

Hastings and Prince Edward District School Board believes that all students have the ability to learn and the right to the best possible education to meet their learning abilities and styles. Every student can benefit from and contribute to the school community. Students should be educated in the most enabling, least restrictive setting that best meets their needs. The [2020-2025 Strategic Plan](#) Vision – Lead with integrity and high expectations for all, includes the following Strategic Priorities:

- Foster a Culture of Excellence and High Expectations for All;
- Promote Safety and Well-Being;
- Strengthen Community through Equity and Social Justice;
- Improve Student Success and Achievement;
- Ensure Responsible Communications.

The strategic priorities align with the belief that “All students can succeed” from the Ministry of Education document Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 and the goal of ensuring equity and focus on providing the best possible learning opportunities and supports for students from the Draft Special Education in Ontario, 2017 Policy and Resource Guide.

To address the broad range of educational needs within the student population, Hastings and Prince Edward District School Board uses differentiated programming approaches, placements, and supports. The special needs of exceptional learners may be met through differentiation of programming in a regular classroom. It is believed that instructional strategies implemented are *good for all but necessary for some*. Based on the continuous assessment process, early intervention, proactive program planning, and ongoing support are essential to maximize student achievement. A wide variety of interventions must be put in place prior to seeking placements outside the regular classroom.

It is recognized that some exceptional learners may require a degree of differentiated programming that cannot be provided effectively through the structure of the regular program. A range of placements, to which a referral can be considered based on specific criteria, are available to meet the programming needs of some exceptional learners. Such placements will be selected based on the range of options available at the board and school level and will have the support and participation of the parents/guardians as required by legislation. Programs for students with special education needs are based on the strengths and needs as outlined during the Identification, Placement and Review Committee (IPRC) process, and the collaborative planning outlined in the Individual Education Plan (IEP).

### **Organizational Structure**

Deployment of personnel within Hastings and Prince Edward District School Board reflects a structure aimed at addressing the board’s goals, improvement of student learning and the provision of effective communication and use of resources. Senior administration, in consultation with trustees, provide the necessary co-ordination of the board's activities. The current organizational structure provides for a system of effective development of special education services and coordination between the services of special education and curriculum services in alignment with the [2020-2025 Strategic Plan](#).

## **2.2 Roles and Responsibilities in Special Education**

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas:

- legislative policy framework;
- funding;
- school system management;
- programs and curriculum.

It is important that all involved in special education understand their roles and responsibilities, which are outlined below:

### **The Ministry of Education**

- defines, through the *Education Act*, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionalities;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Grants for Student Needs (GSN) and other special purpose grants which may require school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry;
- requires school boards to establish Special Education Advisory Committees (SEACs);
- establishes Special Education Tribunals to hear disputes between parents/guardians and school boards regarding the identification and placement of exceptional pupils;
- establishes a Provincial Advisory Council on Special Education (Minister's Advisory Council on Special Education (MACSE) to advise the Minister of Education on matters related to special education programs and services; and
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or have severe learning disabilities.

### **The District School Board or School Authority**

- establishes school board policy and practices that comply with the *Education Act*, regulations, and policy/program memoranda;
- monitors school compliance with the *Education Act*, regulations, and policy/program memoranda;
- requires staff to comply with the *Education Act*, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for exceptional pupils of the board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a Special Education Plan that is amended annually to meet the current needs of the exceptional pupils of the board;
- reviews the Plan annually and submits amendments to the Ministry of Education;
- provides statistical reports to the Ministry as required and as requested;
- prepares a Parent/Guardian Guide to Special Education to provide information about special education programs, services and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

### **Special Education Advisory Committee (SEAC)**

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of the Special Education Plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education;
- provides information to parents/guardians, as requested.

### **Superintendent of Education**

- supervises Student Services department staff;
- responsible for Student Services staff development, allocation of educational assistants (in conjunction with Human Resources Support Services), staffing in schools, budget (including the Grants for Student Needs), funding initiatives (Special Equipment Amount/Special Incident Portion, Home Instruction Program, Home Schooling, and Specialized System Programs);
- responsible for the implementation and oversight of the Special Education Plan;
- liaises with community agencies;
- acts as resource support for Special Education Advisory Committee (SEAC);
- provides direction and assistance to the central Student Services teams as well as elementary and secondary special education school teams, including administrators on specific board and Ministry procedures relating to special education;
- acts as an administrative resource for various special education and system committees;
- responsible for Education and Community Partnership Program (ECP) agreements and program monitoring;
- assumes a leadership role implementing the [2020 – 2025 Strategic Plan](#) and [Board Improvement Plan](#) supporting school improvement processes, student achievement and well-being;
- liaises with Curriculum, Innovation and Inclusion, Information Technology, and Human Resources Support Services in supporting the achievement and well-being for all students.

### **System Lead**

- assists the Superintendent of Student Services with supervision, management, and leadership of the Student Services team, as well as the professional learning of school administrators and educators to address priorities in the [2020 - 2025 Strategic Plan](#), with a focus on priorities and goals in achieving excellence and equity;
- assists the Superintendent of Student Services to lead implementation of the Mental Health Strategy, related training, and professional learning sessions such as Therapeutic Crisis Intervention (TCI), Applied Suicide Intervention Training (ASIST), Safe Talk, anti-bullying programs, growth mindset programs, etc.;
- analyzes and uses data to make informed decisions about student learning strengths, needs and next steps (assessment for learning cycle);
- leads Student Services staff to promote implementation of evidence-informed instructional practices, Universal Design for Learning (UDL) approaches and differentiated instructional strategies to support achievement and well-being for all students in schools;
- facilitates professional learning experiences for administrators and educators related to Ministry of Education and HPEDSB Special Education and Mental Health initiatives and priorities.

## **Mental Health Lead**

- develops, implements and monitors the HPEDSB Mental Health and Addictions Strategy and Action Plan;
- works at the system level to provide mental health leadership, resources, and coaching to schools in the board;
- acts as the school board liaison to the provincial school mental health strategy, led by School Mental Health Ontario;
- chairs the Mental Health Leadership Team and participates on the Multi-disciplinary Team;
- performs clinical supervision, training, monitoring of social worker/social service worker responsibilities;
- member of ECPP Governance;
- coordinates and collaborates with system personnel to plan and deliver professional learning for school and system teams and the social work, social service worker teams;
- supports coordination of the implementation of the Tragic Events and Crisis Response Procedure and Suicide Prevention and Intervention Procedure;
- supports school teams in case conferences pertaining to pathways of care to support students with complex needs;
- supervises evidence-based practice of social workers/social service workers related to databases, documentation, and other service delivery documents.

## **Social Workers - Secondary Schools**

- provide direct service intervention to support students with mental health needs;
- provide crisis response and ASIST Intervention;
- support pathways for students and families to access community supports and services;
- engage in mental health promotion initiatives;
- provide targeted interventions to support mental health and wellness.

## **Social Service Workers– Education and Community Partnership Programs**

- plan, implement, and monitor evidence-based mental health programs and services in collaboration with in-school teams for students in Education and Community Partnership Programs (ECPPs);
- provide Tier 3 support to elementary students at home school;
- support the emotional/mental health needs of students;
- refer students and families to community supports;
- provide crisis and suicide intervention supports.

## **Child and Youth Workers – Elementary Schools**

- create, implement and monitor service plans in collaboration with the in-school team to support the attendance, socio/emotional or behavioural needs of students;
- investigate attendance, emotional/mental, and interpersonal or behavioural related problems;
- collate relevant assessment information specific to student strengths and needs from various sources (e.g., psycho-social interviews, classroom observations, etc.) and collaborate with the in-school team to develop plans to support students, to address attendance, social-emotional, interpersonal, and behavioural needs;
- collaborate with school staff to plan and implement evidence-based programs and strategies to address the social-emotional needs and well-being of students;
- support families to access community programs and services related to attendance, behaviour and/or social-emotional issues;
- provide crisis response and ASIST intervention.

### **Attendance Counsellor**

- perform the duties of an attendance counsellor as assigned by the supervisor and outlined in the *Education Act* of Ontario;
- investigate and assess attendance referrals (e.g., prolonged absence) received from schools, system personnel and ratepayers;
- consult with students and their families as required;
- conduct community and home visits/investigations for the purpose of assessing the needs of the student, the cause for the student's habitual absence from school, in order to determine appropriate educational programming;
- provide direct support to students and parents/guardians including consultation, agency referrals and other interventions that address the underlying social, emotional, family, peer and learning issues that create barriers to learning and compulsory school attendance;
- manage the Home Schooling process;
- provide consultation to board personnel regarding the Enrolment Register Instructions;
- provide inservice training for attendance services within the board which may include presentations and/or development of resources and guides for teacher groups and/or system personnel and students.

### **Learning Support Coordinators (K-12)**

- hold qualifications, in accordance with *Regulation 298*, to teach special education;
- manage and provide support for the IPRC processes at a system level;
- provide regular on-going consultation and support with school teams regarding the continuous assessment process;
- provide support for school principals and vice-principals in addressing high-needs cases;
- provide consultation to learning support teachers about program modifications/differentiated instruction, placement alternatives and parent/guardian communications;
- work closely with schools in the development of recommendations for student identification and placement;
- along with the supervisory officer, keep trustees apprised of provincial and local special education issues and situations;
- respond to Ministry special education policy and communicate this information to schools;
- support the superintendent in the submission of the board's Special Education Plan and other reports as required by the Ministry and by the board;
- liaise with various community agencies.

### **Speech and Language Pathologists**

- assess and evaluate the articulation, language, and literacy of students who are referred by schools;
- make recommendations and develop plans of care for speech, language, and literacy remediation and provide in class support to school staff when required;
- provide information and programming suggestions from assessments/consultations to assist schools in the development of IEPs;
- in class consultation, model and build capacity for school staff and students with speech or language difficulties and/or who use alternative and augmentative communication;
- clinically supervise communicative disorders assistants following the guidelines set by the College of Speech Language Pathologists and Audiologists of Ontario, including the assignment and supervision of caseloads and speech and language intervention;
- communicate with parents/guardians regarding student history, completion of informed consents, explanation of assessment results and strategies including how to support their child's speech and language needs at home;

- collaborate with other members of HPEDSB to develop resources and documents, and provide in-services to schools, the system, community partners, and parents/guardians;
- assist in the development and implementation of classroom level language and literacy programs and resources materials that link to the Ontario Curriculum;
- support the implementation of Speech and Language SK Screenings and provide follow up support to staff and students as required;
- make referrals to and liaise with outside agencies regarding collaborative support for students with communication needs;
- participate in the development of board procedures and documents to assist in meeting student needs and build capacity in the system;
- maintain a database of students receiving speech and language support;
- provide support for students who have Special Equipment Amount (SEA) equipment.

### **Communicative Disorders Assistants**

- provide speech, language, literacy and augmentative communication intervention to students as well as provide training, modeling and support to staff and parents/guardians specific to student needs and goals under the direction of the speech and language pathologist;
- conduct speech, language, and hearing screenings for the purpose of determining the need for further assessment;
- develop and provide home programs for students and meet with parents/guardians to demonstrate how to carry out home programs;
- act as resource to other school board staff working with students with speech and language needs (e.g., providing activities, modeling and support in carrying out speech and language strategies and recommendations).

### **Board Lead Psychologist and Psychoeducational Consultant**

- provide psychological assessment for students who are referred by schools, which includes information from a number of sources, including school staff, the student and the student's parent(s) or guardian(s), in order to understand the student's characteristics as a learner. Other information that may assist in the analysis, may include results from interviews, consultations, and individual psychological testing;
- interpret assessment results and provide educational programming recommendations in a comprehensive written report that is shared with parent(s)/guardian(s) and school personnel at a scheduled case conference;
- provide professional expertise regarding learning, social, emotional and behavioural development and evidence-based interventions for all students;
- support the continuous assessment process with school and board staff, as outlined by the Ministry of Education Special Education in Ontario Policy and Resource Guide, to support students with highly specialized needs and offer alternate instructional strategies and interventions to improve student outcomes;
- provide information and programming suggestions from assessments/consultations to assist schools in the development of IEPs;
- evaluate assessment/consultation findings to provide important data for consideration of Ministry of Education exceptionalities during the IPRC process;
- provide resource support/consultation to the educational system;
- participate in the development of board procedures and documents to assist in meeting student needs and build capacity in the system;



- based on assessment findings, when appropriate, clinical diagnoses are provided by registered members of the College of Psychologists of Ontario;
- the board lead psychologist reviews and provides letters of support for Special Equipment Amount (SEA);
- the board lead psychologist completes and authorizes documentation to support parents/guardians to access potential government funded financial resources and specialized services based on the findings of psychological assessment reports generated by school board staff;
- the board lead psychologist provides direct clinical supervision of non-registered psychological personnel.

#### **Student Services Resource & Safe Workplace Officer**

- provides school-level support for administrators, student services learning support coordinators, and educational staff primarily in the areas of training, communication, support, planning and mentoring for educational assistants;
- supports the development and revision of student medical/health plans;
- supports the coordination of board-sponsored training programs;
- provides violent incident follow-up and support to employees;
- supports educational assistant allotment and deployment;
- enhances and promotes the role of the educational assistant;
- provides on-going communication to all stakeholders;
- assists with special projects as needed;
- supports the non-academic requirements for students on expulsion;
- supports the community threat/risk assessment protocol.

#### **Blind and Low Vision Itinerant Resource Teacher (K-12)**

- provides program support for students who are legally blind, low vision, or have a severe field restriction and require assistive technology or direct instruction in areas of the expanded core curriculum;
- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies;
- monitors and supports staff and students in the setup, care, and use of specialized student equipment;
- works with the school team to develop the IEP.

#### **Deaf and Hard of Hearing Itinerant Resource Teacher (K-12)**

- provides direct/indirect or program support for all Deaf and Hard of Hearing students based on the individual needs and hearing loss profile and facilitates transitions between schools;
- provides program support for students who have a minimal or unilateral hearing loss, or who have a central auditory processing disorder and who may or may not require amplification support;
- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies and liaison with various agencies;
- monitors and supports the staff and student in the setup, care, and use of specialized student equipment/assistive technology equipment;
- ensures that the program, timetable, and IEP include curriculum expectations that address the

### **Board Certified Behaviour Analyst**

- trains staff around the principles of Applied Behaviour Analysis (ABA) in the classroom, supports teachers on the development of IEP goals, and on the use of strategies to increase appropriate behaviour;
- completes functional behavioural assessments in collaboration with school teams and parents/guardians;
- creates behaviour interventions to decrease challenging behaviour, increase appropriate behaviour, and teach new skills;
- member of the multi-disciplinary team to support students with complex behavioural needs;
- provides coaching and modelling to school teams regarding the implementation of ABA techniques;
- manage referrals and wait lists.

### **Applied Behaviour Analysis (ABA) Coordinators**

- train staff around the principles of Applied Behaviour Analysis in the classroom, on the IEP and use of the strategies;
- support around development and use of visual strategies;
- support around collection and analysis of collected data;
- observe, coach and model ABA After School Skill Development Program;
- collaborate with educators to develop and implement individual and group based behavioural interventions.

### **Executive Assistant**

- manages the operation and office workflow of a large department including supervision of office staff, ensuring integrity of information, and establishing administrative priorities;
- provides support to superintendent, system lead, mental health lead, board lead psychologist, school staff, and departments;
- lead for all financial and Ministry reporting, funding, project and records management;
- manages and coordinates various funding processes and complex inquiries and issues;
- resource support to the Special Education Advisory Committee and various board standing, statutory, legislated and ad hoc committee meetings;
- manages and facilitate the superintendent's complex schedule, coordination of meetings/ events, conference, and travel arrangements;
- manages, develops, monitors and reconciles large department budget.

### **Secretarial Staff**

- support the Special Equipment Amount (SEA) process;
- support the Home Instruction and Home Schooling process;
- support to superintendent, executive assistant, schools, and departments.

### **School Principal**

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda, and through board policies/procedures;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents/guardians;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations, and board policies;
- consults with parents/guardians and with school board staff to determine the most appropriate program for exceptional pupils;

- ensures the development, implementation, and review of the student's IEP, including a transition plan, according to provincial requirements;
- ensures that parents/guardians are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained;
- ensures safety, medical and other plans are in place for students and all key staff are informed.

### **Elementary Learning Support Teacher (LST)**

- holds qualifications, in accordance with *Regulation 298*, to teach special education;
- uses continuous assessment to determine student strengths and needs;
- provides support to the classroom teacher in determining the appropriate differentiated instruction, modifications and accommodations for students;
- assists teachers in the completion of IEPs;
- assists teachers in accessing resources;
- uses assessment data to develop student learning profiles, in consultation with the classroom teacher;
- encourages the involvement of outside agencies and services (e.g., medical) to obtain additional supports for students;
- works collaboratively as a member of the in-school team to support students;
- provides direct assistance and support to students upon request;
- ensures specialized equipment is in place and accessible to the student;
- makes referrals to school board regional programs, Education and Community Partnership Programs and Provincial schools where appropriate;
- provides direct instruction to students with special needs where applicable;
- takes case conference minutes, files a copy in the OSR, and distributes same to the teacher, principal, parent/guardian, and student services learning support coordinator for central files, where appropriate.

### **Secondary Learning Support Teacher (LST)**

- provides itinerant resource teacher support for secondary students with special education needs;
- assists school personnel with the development and implementation of program suggestions for secondary students with special education needs;
- integrates suggestions for programs and supports with those from other system personnel and community agencies assisting the school, student, family to ensure a coordinated, consistent approach to service;
- assists with the development of student profiles to help identify strengths, needs, goals, learning plans and a process for monitoring progress over time;
- develops the capacity of educators in schools to problem solve and implement programs, differentiated instructional/assessment practices, and prevention/intervention strategies to support student achievement, social-emotional skills, well-being, and self-regulation;
- works collaboratively with school staff to integrate the use of technology with assistive tools to support learning and enhance independence.

### **Teacher**

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;

- where appropriate, works with Student Services staff and parents/guardians to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular classroom, as outlined in the IEP;
- communicates the student's progress to parents/guardians;
- works with other school board staff to review and update the student's IEP;
- provides differentiated instruction for students, as required.

**Special Education Teacher** (in addition to the responsibilities listed above under "Teacher"):

- must have their special education qualifications and are also qualified for the particular division, in accordance with *Regulation 298*, to teach special education;
- monitors the student's progress with reference to the IEP and/or accommodates and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

**Educational Assistant**

- performs duties as assigned by their supervisor (school principal) such as monitoring and supporting safety plans, provide various levels of program support, implement health, medical plans and protocols such as toileting/diapering, personal hygiene, monitoring seizures and administering medication;
- may be involved in the preparation of classroom materials such as structured tasks and visual schedules and may be asked to provide program support to individuals and small groups;
- specialized support for high-needs students with physical, medical, communication, intellectual, and other significant needs (such as sensory support), follow program as outlined by occupational therapist, physiotherapist, and speech and language pathologist).

**Parent/Guardian**

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent/guardian-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at school;
- is responsible for notifying school personnel of any changes (e.g., custodial updates, biographical information, family/medical) that is necessary to program appropriately for their child.

**Student**

- complies with the requirements as outlined in the *Education Act*, regulations, and policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs, parent/guardian-teacher conferences, and other appropriate activities.

**Appendices**

- Appendix D – Student Services Staff

**Meeting Highlights**  
**Minster's Advisory Council on Special Education (MACSE)**  
**February 15 and 16, 2022**

**Tuesday February 15, 2022**

**Welcome and Opening Remarks – Peggy Blair, Chair, MACSE**

- The Chair reminded members of their obligations regarding confidentiality and conflict of interest.

**The Honourable Stephen Lecce, Minister of Education**

- The Minister expressed his appreciation for the Council's continuing work. He assured the members that their advice continues to inform the work of the ministry.
- School boards reported that more than 10,000 students with special education needs attended in-person learning at school during the period when most students were learning remotely.
- The government recognizes that in-person learning is critical to the mental health, development, and academic success of students.
- The Minister also addressed online learning, improving internet access, modernizing curriculum, de-streaming, combating bullying, and equity.

**Member comments**

- Putting health measures in place has been crucial to a successful return to the classroom
- When educational resources are released, they should be available in alternate formats immediately so as not to have some students left to catch-up later
- Multiple pathway options can be key to success for students with special education needs
- Ongoing professional development for school and system leaders is important
- The volume of training and professional development expectations can be overwhelming; priorities need to be established to ensure educators are properly-equipped to help students who are struggling
- Seed funding for reading initiatives and innovations like Project SEARCH make a difference.

**MACSE Advice: Informing the Ministry's Short- and Long-Term Work – Claudine Munroe, Director, Special Education / Success for All Branch**

- Ms. Munroe reviewed the Council's mandate, the scope of topics brought to MACSE over the last three years, and how the Council's advice has informed ministry policy and operational decisions.
- Topics addressed during Council meetings have included autism, curriculum, e-learning, equity/human rights, mental health, school-based rehabilitation services and more.
- MACSE members also canvas their constituencies to bring information about successes, challenges, effective practices and suggestions to the Council and Ministry.

### **EQAO Update – Dan Koenig, EQAO Chief Executive Officer**

- Mr. Koenig discussed the 2021-22 assessments schedule, measuring student achievement, the reporting plan for all assessments, student system perceptions, and accessibility features.

#### Member comments

- In response to an inquiry about the extent to which EQAO assessments were intended to be a component of student grades, Mr. Koenig noted that this is a decision made by school boards.
- Members noted they look forward to receiving the results of Grades 3 and 6 assessments.

### **Community Collaboration**

- Members discussed the community collaboration submissions from their constituencies.
- Council members reported a range of opinion about the frequency of polling constituencies for information through this process. In the absence of a consensus, the Chair suggested the existing info gathering process for each MACSE meeting continue.
- The Chair and Secretary will review the form to optimize ease of use and accessibility.

### **K-12 Standards Development Committee (SDC) Update – Lynn Ziraldo, SDC Chair**

- The SDC was established to advise the government on the components and implementation of an accessibility standard for education made under the authority of the *Accessibility for Ontarians with Disabilities Act* (AODA).
- The SDC met 20 times over four years and submitted its final report on January 28, 2022.
- The major themes of the report were reviewed and the need for effective transitions stressed.
- Members extended their congratulations to the SDC on the breadth and detail of the report.

### **Modernizing Curriculum – Dianne Oliphant, Skills and Apprenticeship Development Branch**

- An overview of graduation requirements, experiential learning, cooperative education, course types and pathways, and curriculum review was provided and MACSE was invited to comment on:
  - How modernized learning approaches should be utilized in the future
  - Senior-level course types needed to prepare students for all post-secondary pathways
  - Criteria for reviewing curriculum and how often it should be reviewed

#### Member comments

- Project SEARCH was cited as a pathway that may include opportunities for earning credits
- There should be greater flexibility for the courses included in the groupings of compulsory courses and more opportunities for co-op education and apprenticeship programs
- Consider developing a compulsory Interdisciplinary Studies course on special education

- Curriculum documents should reflect the diverse student population in Ontario
- Consultations should include senior leaders within school boards
- Curriculum should be reviewed every 5 to 6 years

**Caring and Safe Schools – Anne Sealey, Manager, Special Education/Success for All Branch; Jess Whitely and Sachin Majaraj, University of Ottawa**

- An overview was provided on *Caring and Safe Schools in Ontario (2010)*.
- MACSE was invited to comment on contemporary models, resources, programs, and best practices, while also noting what in the existing document is or is not working
- Members were invited to provide written comments through the MACSE Secretary or directly to the project team via email

**Wednesday, February 16, 2022**

**Review of Policy/Program Memorandum (PPM) 81**

– Claudine Munroe (Director) and Anne Sealey (Manager), Special Education/Success for All Branch

– Jane Cleve (Director), Child Development & Specialized Services Branch, Ministry of Children, Community and Social Services

– Dan Leinwand, Senior Policy Advisor, Home and Community Care Branch, Ministry of Health

- Three ministries (EDU, MCCSS, and MOH) are reviewing PPM 81 and its outline of a model for delivery of health support services by community-based providers in publicly funded schools.
- The review has three objectives:
  - Strengthen evidence-based practices;
  - Improve access to and quality of health, rehabilitation, and community-based clinical services in schools; and
  - Clarify roles and responsibilities to address gaps in services.
- A draft of a new PPM was the focus of discussion.

**Member comments**

- Speech and language services need to be ramped up in the early years when they will help develop skills that will benefit students throughout their time in school
- Consider more streamlined communications among multi-disciplinary teams, perhaps including access to electronic records (imbedding specified sharing permissions into the record)
- Parents/caregivers need to know what services are available
- Availability of space is an issue in some schools
- Provisions of collective agreements may sometimes be a barrier
- Concern from some stakeholders about the short time of this consultation

**Closing Remarks**

- The Chair extended thanks to all participants and ministry staff who supported MACSE's work and the preparation for this meeting.

**Meeting Highlights**  
**Minster's Advisory Council on Special Education (MACSE)**  
**November 29, 2022**

**Welcome and Opening Remarks – Peggy Blair, MACSE Chair**

- The Chair reminded members of their obligations regarding confidentiality and conflict of interest. All items distributed in members' packages are confidential unless otherwise stated and are not to be shared.
- The Chair introduced and welcomed two new members appointed since the last meeting: Domenic Gentilini, representing the Developmental Disability exceptionality; and Lawrence Barns, representing the Learning Disability exceptionality.

**Ministry Update – Claudine Munroe, Director, Special Education / Success for All Branch, and Clayton La Touche, Assistant Deputy Minister, Student Support and Field Services Division**

- An overview was provided of special education, including demographics, funding, current initiatives, and work relating to the K-12 Education Standards Development Committee Report and the Ontario Human Rights Commission's (OHRC's) Right to Read Report.

**Members' comments**

- Additional information was requested about the 37 barrier reduction projects approved under the \$6 million initiative announced in February 2022.
- Appreciation was expressed for the Project SEARCH Pilot noting that it has an 80% employment rate for students with special education needs.
- The collection of suspension-related data across the province was welcomed.

**Community Collaboration**

- Members discussed the community collaboration submissions from their constituencies.

**Supporting Inclusion in Child Care and Early Years Settings – Karen Calligan & Maria Saunders, Early Years & Child Care Division**

- An overview was provided of the supports available in early years and child care settings for the inclusion of children with special needs.
- The commitments made under the five-year review of the *Child Care and Early Years Act, 2014* (CCEYA) were presented and strategies to support seamless experiences better for children with special needs were reviewed.
- Highlights of the Canada-wide Early Learning and Child Care (CWELCC) system were provided as they relate to inclusion.
- MACSE members were invited to provide, and provided, input on opportunities to increase access to a seamless experience for children/students with special needs.

**Early Reading Screening - Deb Keefe, Curriculum, Assessment, and Student Success Policy Branch**

- An overview was provided of one of the OHRC's recommendations relating to early evidence-based screening on foundational reading skills and requiring school boards to screen all students twice a year from Kindergarten to Grade 2.



## Members' comments

- MACSE members were asked for and provided input on a series of questions regarding the implications for implementing this recommendation.

## **The Honourable Stephen Lecce, Minister of Education**

- The Minister expressed his appreciation for the Council's continuing work as it continues to inform the work of the ministry.
- Welcomed the two new members, Domenic Gentilini and Lawrence Barns.
- Provided highlights of the 5 components to *Ontario's Plan to Catch Up*, and noted that the ministry is reviewing the 300 recommendations in the K-12 Standards Development Committee report.
- One of the Minister's priorities in 2023 is the transition from school to employment for students with special education needs.
- Thanked Stacey Manzerolle and Ben Smith for their service on MACSE.

## **EQAO Update – Dan Koenig (Chief Executive Officer), Joanne Rinella (Director – Assessment & Reporting), Geordie Gibbon (Manager – School Support & Outreach), and Derek Chen (Chief Equity and Assessment Officer), EQAO**

- An overview was provided of a new interactive web tool on their web site to view EQAO assessment results.
- The interactive tool includes a component only available to principals and staff that highlights student achievement and OSSLT contextual student information.
- EQAO has an outreach team supporting school boards and/or schools.
- Members appreciated the overview and noted that the interactive dashboard will be another tool to support board improvement planning.

## **OHRC Right to Read Report – Sector Engagements – Claudine Munroe, Director, Special Education / Success for All Branch**

- An update was provided on the ministry continuing review of the Ontario Human Rights Commission's Right to Read Inquiry report.
- MACSE members were asked a series of questions and provided advice relating to the recommendations. The focus included the tiered approach to intervention with students who have reading difficulties and disabilities, professional assessments, assistive technology, special education and supports for parents/caregivers/families.

## **Closing Remarks**

- The Chair acknowledged the service of Stacey Manzerolle who has completed six years representing the Gifted exceptionality constituency, and Ben Smith who represented the Students/Youth constituency for nearly three years.
- The Chair also extended thanks to ministry staff who continue to support MACSE's work and the preparation for this meeting.
- The Secretary noted that next meeting is expected to be held on March 14-15, 2023.

**Meeting Highlights**  
**Minster's Advisory Council on Special Education (MACSE)**  
**March 14, 2023**

**Welcome and Opening Remarks – Peggy Blair, MACSE Chair**

- The Chair reminded members of their obligations regarding confidentiality and conflict of interest. All items distributed in members' packages are confidential unless otherwise stated and are not to be shared outside of the Council.
- The Chair introduced and welcomed a new member appointed since the last meeting: Bruce Yu who is representing the Students/Youth constituency.

**Community Collaboration**

- Members discussed the community collaboration submissions from their constituencies.

**The Honourable Stephen Lecce, Minister of Education**

- The Minister expressed his appreciation for the Council's work as it continues to inform the work of the ministry.
- He welcomed Bruce Yu to the Council and announced three re-appointments: Kerrie St. Jean representing the Blind and Low Vision exceptionality, Michael Jacques representing Multiple Exceptionalities, and Peggy Blair as the Chair of MACSE.
- He noted recent announcements about apprenticeships and a new secondary school tech credit requirement beginning in 2024, access to apprenticeships, early reading screening, investments in mental health supports, and continued work with School Mental Health-Ontario to support district school boards to support students.
- The Minister thanked Gary Pieters, whose term is ending, for his six years of service representing Principals on the Council.

**Members' comments:**

- Students who are blind/partially sighted experience low levels of employment. Properly supported with workplace accommodations, co-op and dual credit programs, these students can gain work experience.
- EAs would benefit from access to more training opportunities to better leverage their support of students.
- Funding for Project SEARCH pilots has been successful; students with developmental disabilities are getting employment experience and increased levels of self-worth. Parents are pleased as they see their children's futures are improved.

**Updates on the Canada-Wide Early Learning and Child Care System (CWELCC) - Maureen Ennis, and Whitney Wilson, Early Years Division Angela Lawrence Manager Early Years**

- The team provided highlights of the Canada-wide Early Learning and Child Care (CWELCC) system including an overview of the supports available in early years and child care settings for inclusion of children with special needs.
- A brief overview of the five-year review of the *Child Care and Early Years Act, 2014* (CCEYA) was presented including the strategies to better support seamless experiences for children with special needs.

In response to inquiries, ministry staff noted:

- Both licensed centre-based and home-based child care can participate in the CWELCC system. There are licensing and other requirements, including introducing new regulations and changes to the licensing process to ensure that spaces are being created in communities that need them most.
- Younger children will be able to access rehabilitative services.

**Update from the Education Equity Secretariat – Patrick Case, Assistant Deputy Minister, Education Equity Secretariat**

- Mr. Case spoke to the current global context noting that:
  - There has been extreme intolerance towards historically disadvantaged groups.
  - School boards are now required to collect demographic data about their student populations; data collected may include race, gender identify, and disabilities, and other demographic factors.
  - The ministry funds a Human Rights Equity Advisor in 18 boards, for the purpose of helping boards identify systemic issues and address responses / recommendations for solutions.

Members' comments:

- Resources and training will help educators deal with ableism and support inclusion of students with disabilities.

**School for the Blind / AERO - Dan Maggiacomo (Principal – W. Ross Macdonald School) and Bob Minnery (Manager – AERO), Provincial and Demonstration Schools Branch (PDSB)**

- An overview of the services and supports provided by the W. Ross Macdonald School (K-12 education for blind and Deafblind students) and Alternative Education Resources Ontario (AERO) was presented.

Members' comments:

- School boards need to be more aware of what AERO offers. The ministry noted that PDSB staff, including those from AERO, are always willing to provide information to District School Boards (DSB) in Ontario.

**Student Achievement Division Updates – Mishaal Surti (Director), Carla Robbins, Derrick Schellenberg (all from the Curriculum, Assessment and Student Success Policy Branch); Dianne Oliphant (Director) and Ashley Gilbert (both from the Skills Development & Apprenticeship Branch)**

- Updates were provided on the Tutoring Supports Program, de-streaming Grade 9, the curriculum review process, and the curriculum and resources website.

Members' comments:

- New curriculum and learning expectations are critical to successful de-streaming.
- SEACs would like boards to share data on the impact of de-streaming on learning.
- Parents appreciate the efforts to increase accessibility of online learning.
- When implementing modifications, they should be kept within grade level.

### **Review of Education Community Partnership Programs (ECPP) – Charles Ungerleider, Brian Abner, Ruth Baumann, Richard Franz, and Geniva Liu**

- Claudine Munroe provided a brief introduction, noting that ECPP is a program within special education that receives over \$100 million in funding with over 550 programs in over 60 school boards. An external review team has been engaged to undertake a program review.
- Interviews will be conducted with key ECPP informants to determine what is working well and what needs to be improved.

#### Members' comments:

- The ministry should send a communication to school boards about the review.
- The review is timely and should consider both process and outcomes, including for historically marginalized students.

### **Ontario Autism Program Update - Nicole Cull and Alison Sproat, Autism Branch, MCCSS**

- An update on the implementation of the Ontario Autism Program (OAP), including core clinical services and the entry to school program.
- AccessOAP serves as a single point of contact for families in the OAP and offers a range of supports to families including care coordination, service navigation, connecting families to program pathways they may be eligible for, and providing funding and reconciliation for families receiving core clinical services.

#### Members' comments:

- Equitable access is a priority, noting remote communities and in the North, students with multiple/complex needs and Indigenous communities.

### **Preschool Speech and Language & School-Based Rehabilitation Services and Guidelines - Ziyaad Vahed (Director) and Riffaat Mandani (Acting Manager), Child Development and Specialized Services Branch, MCCSS**

- An update on the development of new guidelines for Preschool Speech and Language and Rehabilitation programs. CTCs and Smart Start Hubs are a clear entry point for families to access services

#### Members suggested the ministry consider:

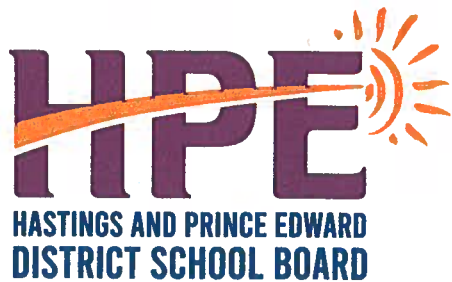
- Delivering services in school only, based on the child's needs, and who would be identified as the primary provider.

### **Specialized Mental Health Supports - Theresa Kennedy and Gail Lalonde, School Mental Health-Ontario (SMH-ON)**

- SMH-ON provided an overview of the System of Care Approach, Special Education and Mental Health and resources to support students with special education needs.

### **Closing Remarks**

- The Chair acknowledged the service of Gary Pieters who has completed six years representing Principals and extended thanks to ministry staff who continue to support MACSE's work and the preparation for meetings.



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**LEARNING TOGETHER**

December 6, 2023

Honourable Stephen Lecce,  
Minister of Education  
Ministry of Education  
438 University Avenue, 15<sup>th</sup> Floor  
Toronto ON M5G 2K8

**Re: Special Incidence Portion (SIP) Claim Funding**

Dear Minister Lecce,

Members of Hastings and Prince Edward District School Board's (HPEDSB) Special Education Advisory Committee (SEAC) would like to express a collective concern regarding funding of the Special Incidence Portion (SIP) to school boards in Ontario. While our district greatly appreciates the SIP funding that the Ministry provides, it has unfortunately not kept pace with the increase in student programming costs and the progressively increasing complexity of their needs. This results in school boards having inadequate resources to provide appropriate and timely supports to exceptional pupils.

The current SIP funding process (with automatic increases) will continue to be inadequate if appropriate board comparators are not considered and implemented. Districts that accessed high amounts of financial compensation early in the years of SIP funding continue to benefit from much higher rates of remuneration than other similar sized boards. In addition, to access SIP funding, boards are required to demonstrate the human resource support needed to support the individual students. This is an inequitable approach for boards who are experiencing a deficit in available human resources funding. When surveyed in 2022, a "lack of human resources" was the top concern expressed from individual schools and stakeholders within HPEDSB (e.g., educational assistants, behaviour specialists, and speech and language pathologists etc.). Enhanced funding for additional special education staffing supports is crucial for student success.

The true costs of supporting a student with a SIP claim are significantly higher than the current allocated amount. For example, the Ministry's SIP amount covers less than 25% of the true cost of an educational assistant salary/benefits costs, to support a student with significant learning needs. HPEDSB covers the remaining 75+% of the cost from other Special Education and operational grants. Some of the revenue that HPEDSB has used to fund this gap are the Transfer Payment Agreement (TPA) allotments, which are not guaranteed annual funding from the province. The budget disparity between Special Education revenues and expenditures at HPEDSB continues to present a major challenge for the senior administration team.

Furthermore, when you consider a reduction of the SIP funding increase in 2018, combined with the reallocation of the Special Education Per Pupil Amount, this resulted in a further increase in HPEDSB's Special Education deficit. In 2017, the Auditor General highlighted that the Ministry

of Education's "funding formula uses out-of-date benchmarks and is due for a comprehensive external review."

Our hope is that the Ministry will adopt a tiered system of funding dispersal that is equitable for all boards in the province. Districts should be allocated financial support according to actual funding requirements, utilizing a system which could be updated by completing a needs rubric. This rubric would be correlated to the average cost of supports required at each tier. The tiers of support could be established as follows:

- Tier 1 - supports would include students who require support at key points within their school day such as health monitoring (e.g., diabetic testing, administration of medication, seizure support), routine toileting, and sensory breaks.
- Tier 2 - supports would include students who require prime access to a high level of shared support throughout the school day within a regular classroom setting (e.g., students with autism, developmental disabilities, medical or health requirements, sensory needs, mobility, and toileting).
- Tier 3 - supports would include students who require 1:1 support within a partial integration environment, withdrawal support environment, or fully self-contained environment for medical, physical, cognitive, safety, and communication needs.
- Tier 4 - would be the highest level of support for students with the most complex needs. These students require 2:1 support as well as coordinated service support from system personnel and community agencies to access their education safely in a fully self-contained or alternative learning environment. These needs typically relate to significant safety concerns due to complex cognitive, communication, behaviour, mental health challenges, and physical requirements (toileting, transfers, accessing specialized equipment etc.).

Inadequate funding for Special Education programming puts our most vulnerable children at risk by limiting the services that they need to attend school and be successful. Our entire system is strained when we are required to take revenues from other areas to meet the statutory commitment to children accessing Special Education services.

We urge you, and the Ministry, to continue to re-evaluate the true costs associated with SIP claims and funding allocations to support students and increase funding accordingly. We further request, once again, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex requirements of students with special needs.

Sincerely,



Andrea Brennan, SEAC Chair  
Hastings and Prince Edward District School Board

c.c. Chairs of Ontario Special Education Advisory Committees  
Hon. Todd Smith, MPP  
Hon. Ric Bresee, MPP  
File

FEBRUARY IS INCLUSIVE EDUCATION MONTH

# TOGETHER WE'RE BETTER

## CONTEST

Show why we're better together, when students who have an intellectual disability are authentically included in your schools and classrooms.

WIN A BEST BUY GIFT CARD!

1<sup>st</sup> Place: \$1,000 | 2<sup>nd</sup> Place: \$500 | 3<sup>rd</sup> Place: \$250

WIN UP TO  
**\$1,000**

### Express Your Creativity

- Produce a creative media entry (e.g., video, song, photo collage, story, TikTok, etc.) on:
  - How your school or classroom actively supports **inclusion of students** who have an **intellectual disability**.
- Team up with classmates or friends (minimum 2)
- For more details regarding criteria visit the following link: [bit.ly/TWB-Contest-2024](https://bit.ly/TWB-Contest-2024)
- Eligible to students from Grades 1 to 12

### Deadline

Complete and submit application by **Friday, February 16th, 2024**

COMMUNITY LIVING  **Canada**<sup>Canada</sup>  
Ontario

This project is funded in part by the Government of Canada's Social Development Partnerships Program - Disability component. The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.



January 15, 2024

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

delivered by email: [Minister.edu@ontario.ca](mailto:Minister.edu@ontario.ca)

**RE: Supporting Students with Special Education Needs**

Dear Minister Lecce,

The special education budgets in many school boards across the province are overspent year after year, yet the needs of students are not always being fully met. This is not because school-based personnel fail to recognize the needs of these students. It is because there is insufficient staff in the schools to implement programming effectively. This leads to growing gaps and frustration for the students as they try to deal with individualized challenges without the support they need. Increased levels of support would most certainly decrease acute behavioural and mental health struggles. Moreover, consistent levels of support for our students early in their schooling would potentially avert later, more significant struggles.

As per our mandate, the PVNC Catholic Special Education Advisory Committee is actively making recommendations on matters impacting the establishment, development, and delivery of special education programs and services - specifically focusing on providing recommendations to update the funding formula that would help serve our students with special education needs. We would ask you to explore three recommendations specifically tied to financial resources in order to update the funding formula to better serve these students. In addition, we have provided 2 other recommendations for review, that the SEAC committee believes, if adopted, would benefit students with special education needs. Please review and consider the following recommendations:

Many students with special education needs are not able to access a school bus in the same way most children do. This could be because of self-regulation issues, anxiety, physical disabilities, etc. This is an equity issue. They deserve the same access to transportation that the students who are able to take the regular school bus have. The current funding for this issue is tied to students taking smaller buses. For boards with a large geographical area and rural components, such as ours, these small buses are



unavailable; we must rely on taxis and vans to transport these students. The 196 students in our Board with special transportation needs generates \$98,000 of funding while costing our school board \$1,256,000 - a gap of well over a million dollars.

Supervision of elementary students during lunch and recesses is largely the work of educational assistants in many school boards. In PVNC Catholic, elementary teachers complete 80 minutes of supervision per week, as well as working with students, contacting parents, preparing lessons, extracurricular activities, etc., during these scheduled student break times. This results in the bulk of the supervision completed by educational assistants. Our school board currently receives \$300,000 per year to cover all elementary supervision for the year. We encourage you to review the actual cost to school boards in this area, including the cost of covering lunch and breaks, and fund at a more realistic amount.

A portion of funding for special education is often linked to the SIP process and formal testing and diagnosis of students. This means that only students with severely unsafe behaviour or clear medical diagnoses would qualify for enhanced funding. Formal testing of students who are clearly struggling academically, behaviourally, or socially but are not a significant safety risk often takes a significant period of time to occur. There are long waiting lists in school boards for psychometric testing. This results in students with clear needs not being tested, and hence funded, until at least the junior years of elementary school. As a result, we encourage you to continue additional funding for assessments and enhance the allocation of targeted funds through SIP.

Furthermore, this lack of funding is especially apparent for children entering kindergarten. We see students arriving to ELKP with communication, toileting, behavioural and cognitive lags with little or minimal community support in place. It often takes months to work with parents/guardians to begin exploring the child's needs and development through medical and community-based professionals. With no enhanced funding for these students, personnel has to be pieced together to assist these students. This lag in funding results in insufficient personnel to meet the needs of these students during their first five to seven years of schooling. Without the appropriate level of funding for the help they require, these students often fall further behind academically and socially. We encourage you to examine this funding in order to help all students reach their potential. Though early identification of language and math issues is a step forward, it is unrealistic to believe that remediation and intervention can happen without the additional personnel to implement these programmes.

Currently, the Ministry of Education, Ministry of Community and Social Services and the Ministry of Health often operate within their own silos, with communication and collaboration of services being extremely difficult if not impossible in some cases. Increased collaboration and communication, including fostering the involvement of

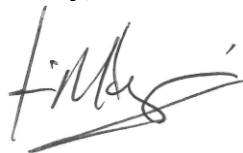
community professionals with specific expertise to support students from their respective discipline should be a priority in our system. Seamless coordination and communication between each respective Ministry would allow a more timely, comprehensive, and effective delivery model.

Students with caregivers who struggle with transportation, booking/ keeping appointments, mental health impediments, etc. would have those barriers removed. Priority care to students and families would more effectively be delivered with enhanced coordination and communication by all.

Another area where the lack of integration between ministries negatively impacts our students with special education needs is when they prepare to transition from secondary school into the workforce. Targeted funding for these students, beyond traditional school co-op placements, could lead to greater connections and training through the involvement of community organizations. Additionally, if employers were incentivized to invest in these students and retain them as employees following the completion of placements or volunteer hours, this could lead to an increase in opportunities for employment for these individuals as they transition into adulthood.

Our committee believes that updating funding and addressing gaps in coordination and communication to deal with the challenges mentioned above is crucial to the success of our students and the balancing of the special education budget. We encourage you to work to address these needs in order to allow each of our students to benefit fully from their experience in Ontario's school system.

Sincerely,



Kevin MacKenzie  
Board Chairperson



Shawna Belcourt  
Special Education Advisory Committee Chairperson, Peterborough Victoria  
Northumberland and Clarington Catholic District School Board

cc. Chairs of Ontario School Boards' Special Education Advisory Committees