

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

**Thursday, January 19, 2023
Boardroom, Catholic Education Centre
6:30 P.M. – 8:00 P.M.**

Chairperson: Shawna Belcourt

Vice-Chairperson: Clare Paterson

**TRUSTEES/MEMBERS WHO ARE UNABLE TO ATTEND THE MEETING ARE
ASKED TO PLEASE NOTIFY VICKI BLAKELY (705) 748-4861 EXT. 1213**

A. Call to Order:

1. Land Acknowledgment: Jeannie Armstrong

As we continue to learn together in these exceptional circumstances, I (we) would like to acknowledge, as we do at school, that this land on which we live and learn daily, is the traditional territory of the Michi Saagig (Mississauga) Anishnaabe. All of the PVNC Catholic District School Board lies within the Williams Treaty territory and we are all Treaty people. We offer our gratitude to the First Peoples of this land who continue to care for, and share their teachings about, our earth and our relations. May we honour those teachings.

2. Opening Prayer: Shawna Belcourt

3. Motion to Approve Agenda

4. Declarations of Conflicts of Interest

5. Motion for Approval of the Minutes of the November 17, 2022 Meeting

6. Business Arising from the Minutes:

B. Recommended Actions/Presentations:

1. Remarks: Chairperson, Shawna Belcourt

2. Remarks: Superintendent of Learning/Faith & Equity/Special Education Services, Jeannie

Armstrong

3. Update from Trustee: Kathleen Tanguay - deferred to February Meeting

C. Presentations/Discussion Items:

1. Universal Design for Learning - Chantal Bouillon - Special Education Services Consultant, Steve Williams - Special Education Services of Consultant
2. Overview of SIP Funding Process - Laura Di Ianni

From Presentations:

- i. What are the key learnings from the presentation?
 - ii. What do parents need to know?
 - iii. What options exist to get this information to parents?
 - iv. How can SEAC support parents in this process?
 - v. What can your associations/organizations add specifically to the learning today if any?
 - vi. What should be sent out to families in the DID YOU KNOW from SEAC?
3. PAaC on SEAC Review/Discussion - Shawna Belcourt, Jeannie Armstrong
 4. The Third Path - Lighthouse Schools Update - Laura Di Ianni

D. Correspondence Items:

1. Dufferin-Peel Catholic District School Board - Requesting Ministry extend the time students with differing abilities have to remain or continue in Secondary School beyond year 7 and beyond age 21.
2. Durham District School Board - Special Incidence Portion Claim Funding

E. Information Items:

1. PVNCCDSB Board of Trustee Minutes and Agendas
<https://www.pvnccdsb.on.ca/our-board/board-meetings/>
2. Community Living - Together We Are Better Contest

F. Old Business:

1. Motion Tracking:

Motion Date	Subject/Status
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February 17, 2022	PPM 172 FASD motion to draft letter
April 21, 2022	PPM 172 FASD draft letter approved as presented
April 21, 2022	PPM 81 Proposed Update Downloading medical procedures onto special education support staff - letter drafted ready for review by SEAC
May 19, 2022	PPM 81 draft letter approved as presented.

G. New Business:

1. Putting forward of recommended actions to add two new members to SEAC to the PVNCCDSB Board of Trustees
 - a. R.A. that Cheryl Kottelenberg of Catulpa Community Support Services, be approved as a member of the Special Education Advisory Committee for the remaining term of December 1, 2022 to November 30, 2026.

H. Next Meeting:

1. Selection of Members for Territorial Recognition, Opening and Closing Prayers

2. 2022-2023 Meeting Dates:

Date	Topic
February 16, 2023	Destreaming of Grade 9
March 23, 2023	Self-regulation
April 27, 2023	Demographic Student Census
May 18, 2023	Budget
June 15, 2023	Special Education Plan

I. Conclusion:

1. Closing Prayer: Clare Paterson
2. Motion for Adjournment

SEAC PAaC Groups	Sections for Review/Presentation	What action recommendations do you suggest PVNC SEAC implement based on your learnings?	Do you have any questions, need any information, or need to make a motion to ensure the learnings are implemented?
Sandra Arlene	Section 3.4 – Special Education Plan	<p>Annual Special Education Plan (Review, Accessibility & Distribution)</p> <ul style="list-style-type: none"> <input type="checkbox"/> SEAC should develop an annual process for the review of the Special Education Plan. <input type="checkbox"/> Review each section of regulation 486/97, regulation 306, School Boards' Special Education Plans (2000) and the components of the plan checklist during meetings <input type="checkbox"/> Review as a group so we can make informed advice to the Trustees OR create sub-committee <input type="checkbox"/> Ensure to review process includes updates on stats, staffing, program locations and other info that may change annually <input type="checkbox"/> Ensure adequate time for SEAC to review changes/updates in conjunction with the special education budget before the end of school year <input type="checkbox"/> Continue having presentations on specific programs and identify what section of the plan needs to be changed and/or implemented <input type="checkbox"/> Make recommendations/motions to create records in SEAC minutes of SEACs participation in the review of the Special Education Plan and share comments, concerns, motions with Trustees through the SEAC minutes <input type="checkbox"/> Review the current parent guide on the IPRC process on a yearly basis as a group or in sub-committee's <input type="checkbox"/> Review new parents guides and brochures as they are developed <input type="checkbox"/> Develop or review the glossary of special education terms in parent guides 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the current annual process - to be done in September <input type="checkbox"/> Set aside time to review each section of Regulation 486/97, Regulation 306, the School Boards Education Plans (2000) and the components of the plan checklist - review in May or June <p>a) Decide on whether to do as a whole or in sub-committee - complete as a whole because of small group</p> <p>b) Decide on when this will take place in the meetings, standing agenda item</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for updates on stats, staffing, program locations etc. to review and may need changes and recommendations - ongoing - imbedded in the Superintendent's budget <input type="checkbox"/> Set aside adequate time to review all changes/updates regarding the special education budget by end of school year – decide when this will take place and what is needed - Set aside time in October or November to review as well as budget presentation each May <input type="checkbox"/> Review the current parent guide on IPRC/IEP and make recommendations to update where necessary. Review current accessibility and distribution of the guide - bring forward to next meeting just for information and review <input type="checkbox"/> Find out if there are developed videos for parents on the IPRC/IEP process <input type="checkbox"/> Review the current list of community organizations listed on the parent guide <input type="checkbox"/> Develop a parent survey with help of board staff to monitor parent experience and analyze results. Bring forward to suggest questions for next census <input type="checkbox"/> Develop or review any FAQ sections on the parent guide

		<input type="checkbox"/> Create any additional resources, like the IEP process and other programs and services. <input type="checkbox"/> Give direction on the promotion and distribution of the guide <input type="checkbox"/> Develop or update the current list of community organizations available to help parents with special needs <input type="checkbox"/> Develop a DVD or webcast with staff with information for parents on the IPRC or IEP process <input type="checkbox"/> Monitor parents' experience by designing a parent survey, oversee implementation and analyze results. Survey results can inform SEAC and lead to recommend changes in policies and practices. <input type="checkbox"/> Develop or review the FAQ for parents about IPRC's and IEP's	
	Table 3: SEAC Evaluation	<p>Section 3.8 of PAAC on SEAC recommends that each SEAC should periodically conduct a self-evaluation</p> <ul style="list-style-type: none"> • With assistance from school board staff, SEAC should design an evaluation process. This could be framed around the roles/responsibilities of SEAC based on Regulation 464 and the annual SEAC goals • Consider using Table 3 questions in the evaluation process • Develop a survey or key questions for SEAC members to answer • Allocate time within the meeting to complete the survey • Hold a special SEAC meeting to focus on evaluation of the survey answers 	<input type="checkbox"/> Create a survey to be used yearly by SEAC <input type="checkbox"/> Use questions in Table 3 to develop the survey with assistance from board staff <input type="checkbox"/> Should a sub-committee develop the survey? <input type="checkbox"/> Decide when to have the survey completed in the school year <input type="checkbox"/> Ensure a SEAC meeting during the year can focus on the survey answers. Use time to review and develop a plan with updates/changes/additions etc. Google form
	Section 5.3 – SEAC Motions	<input type="checkbox"/> Procedures may vary depending on Board by-laws <input type="checkbox"/> Some SEAC's make a few motions a year, others make regular motions to make sure important information is share with Trustees or to request specific information/resources to assist the work of SEAC	<input type="checkbox"/> What are the board's current procedures regarding motions that SEAC should know? <input type="checkbox"/> Discuss the motion process and how Helen as a Trustee will bring motions forward

		<input type="checkbox"/> SEAC needs to know what happens to their motions and what the respond was from the Trustee and board administration <input type="checkbox"/> Trustee feedback specifically from motions related to the Special Education Plan and Special Education Budget are key to learning how the feedback was received <input type="checkbox"/> Trustees have a role in sharing information between the board and SEAC <input type="checkbox"/> Use the Business Arising section of the meeting to track past motions, identify who will report on the motion and how, either verbal or in writing <input type="checkbox"/> SEAC should create an action chart to track past motions and prepare for new motions <input type="checkbox"/> SEAC should be provided with written responses to motions from the Trustees and/or board admin staff. <input type="checkbox"/> Review Table 8 – Sample Script for Motions <input type="checkbox"/> Recommend that at the start of every year, a review of how to make a motion is discussed	<input type="checkbox"/> Set up a motion tracking chart - under old business tracking motions in regards to letter writing/responses as well as motions being sent to the board <input type="checkbox"/> Start using Business Arising section to make motions <input type="checkbox"/> Ask for written responses to SEAC motions from Trustees/or board admin staff to add to SEAC minutes so feedback can be reviewed <input type="checkbox"/> Review Table 8 – Sample Script for Motions at the beginning of each year - provide each year in September
Shawna Clare	Section 3.1 – Annual Planning	<input type="checkbox"/> Develop an annual calendar of SEAC activities. PAAC on SEAC shares an annual calendar on the website. www.paac-seac.ca. This calendar includes the information that SEAC should request to support the Annual Activities. <input type="checkbox"/> Set Meeting Agenda to correspond to SEAC annual calendar.	<input type="checkbox"/> Questions/Information Needed/Motion: <input type="checkbox"/> Review board planning calendar <input type="checkbox"/> Review EQAO Results <input type="checkbox"/> Review Ministry Initiatives
	Section 3.2 - Annual SEAC Goals	<input type="checkbox"/> Set aside time in a meeting agenda (June) to identify priorities for the coming school year. <input type="checkbox"/> Focus on projects that can be achieved within the coming school year.	<input type="checkbox"/> Review Ministry goals and Board plans to ensure consistency with SEAC goals. <input type="checkbox"/> Review recommended PAAC on SEAC goal setting process: <input type="checkbox"/> Measurable outcomes – What will be accomplished? For example, a specific special education program or service review will be completed, or three information sessions will be delivered;

			<input type="checkbox"/> Responsibilities – Who will be responsible for activities? For example, will all SEAC members be involved, or will a school board staff member or ad hoc committee lead the activity; <input type="checkbox"/> Timelines – When will activities occur? For example, a new parent guide will be drafted in the fall, for review over the winter and printing and distribution in the spring; <input type="checkbox"/> Interim measures – How will we know we are making progress on the goal? For example, participant evaluation forms from the first session will provide feedback to modify and improve the subsequent workshops; <input type="checkbox"/> Evaluation process – How will we know what we did was worthwhile? This may include evaluation of both the outcomes and the process. For example, all the participants provide positive evaluations, but only 10 parents attended. SEAC may conclude that it was a lot of work, created worthwhile resources, but was an ineffective method to reach the majority of parents.
	Section 3.6 – Special Education Budget & Financial Statements	<input type="checkbox"/> Provide orientation and training to SEAC members regarding Financial Statements, the Special Education Grant and its 6 components, revenues and expenditures. <input type="checkbox"/> Board of Education to include SEAC member(s) in the Budget Committee or working groups <input type="checkbox"/> Regular (?monthly) updates on Financial Statements and the budget process at SEAC meetings.	<input type="checkbox"/> Review Board Budget Development process to include participation on SEAC Calendar
Helen Laurie	Section 2.2 – Trustees	<input type="checkbox"/> Continue to update SEAC and the board of trustees <input type="checkbox"/> Trustee representative shares information from SEAC with Board of Trustees at board meetings via Trustee Update & relays information/updates back to SEAC <input type="checkbox"/> Recommended actions from SEAC can be shared by the Superintendent of Special Education Services at appropriate meetings as needed.	
	Section 2.6 – School Board Personnel	<input type="checkbox"/> Suggest we maintain the high degree of compliance we have.	

	Section 2.8 – Replacing SEAC members & Filling Vacancies	<input type="checkbox"/> Formalize the departure for three seats in written form in the terms of reference.	
Jeannie Laura	Section 3.3 - Special Education Programs & Services Development & Deliver	<input type="checkbox"/> That the special education team continues to keep the committee updated and current with respect to new legislation, PPM's, and Ministry reports such as the OHR Commission's Right to Read, Destreaming, etc.	N/A
	Section 3.5 – Board Improvement Plans for Student Achievement	<input type="checkbox"/> (BIEP) Board Improvement & Equity Plan will be new as of 2022. We will share the goals identified in this plan as it relates to equity and special education. Information gathered from parents will be available via the Demographic Student Census (administered yearly) and through consultations.	N/A
	Section 3.7 – Public Access and Consultation	<input type="checkbox"/> The Demographic Student Census information asks questions related to special education. The results of this survey will be used to inform the Special Education Plan along with public consultations from parents (regarding feedback). In addition, offering PD sessions for special education parents throughout the year would be helpful.	N/A

October 14, 2022

The Honourable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay St.
Toronto, ON M7A 1L2

Dear Minister Lecce,

The Dufferin-Peel Catholic District School Board's Special Education Advisory Committee (SEAC) is deeply concerned about the impact the last 2 1/2 years of this COVID pandemic has had on the education of the students we represent.

We are writing to request that the Ministry of Education consider providing the option to extend the time students with differing abilities have to remain or continue in Secondary School beyond year 7 and beyond age 21.

The "Ontario's Plan to Catch Up", which you have publicly announced, is a welcome starting point to address some of the educational gaps brought on by the COVID-19 pandemic. We too are very concerned but despite the huge impact this pandemic has had on student learning and well-being, we have yet to hear or understand explicitly how your Ministry (and perhaps other applicable Ministries within the government) plan to address the gaps currently faced by diverse learners. Specifically, how are you addressing the gaps experienced by those diverse learners who have graduated or are currently nearing the end of their secondary school education?

Many of the students we represent could not learn online or even attend online. They had no instruction or experiential learning during the first couple of waves because in person learning was not available. And when special education classrooms did eventually open and remain open, these students were unable to benefit from integration into regular classrooms, extracurricular activities, or socialization with students in the mainstream; nor did they have the opportunity to learn from cooperative work experience essential to successes needed in life because it was not available or severely limited in the community. There were and are also vulnerable diverse learners in other programs who have failed to reach their potential or even come close due to similar circumstances and missing the time needed in school and with peers. Parents and guardians of diverse learners could not provide even similar opportunities that the school system could; many of these families struggle with

disparities in income, time, and many other resources which the pandemic worsened as statistics have shown us all. The school system also carries an intricate network that can access opportunities much more readily than parents. For example, there are teams of teachers and ERWs who not only teach, but organize and coordinate co-op opportunities, liaise with businesses in the community, develop resumés, and provide support at the co-op work location.

“Education For ALL” and universal design are good for all but absolutely necessary for special needs students. With some students, we believe that it is a fundamental accommodation that your Ministry consider the option to also extend the time that students can remain in high-school or return to high school to enable their own education recovery, whether that means extending the 7 year maximum for high school, or providing Boards with the funding to accommodate students within other special education programs. We are advocating for the most vulnerable students who require additional time as part of their accommodation to “catch up” and close the gaps experienced during this COVID-19 pandemic. The loss of integration time, cooperative experience, and the learning available within a school system can drastically change the post-secondary trajectory for the most vulnerable students SEAC represents.

We appreciate your attention to this very important matter and look forward to your reply.

Sincerely,



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

MPPs of Dufferin-Peel

Chairs of Special Education Advisory Committees

November 22, 2022

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

Dear Minister Lecce:

Re: Special Incidence Portion Claim Funding

I am writing to you on behalf of the members of Durham District School Board's (DDSB) Special Education Advisory Committee (SEAC), to follow up on our letter to you of February 3, 2022, regarding funding of the Special Incidence Portion (SIP).

We once again would like to remind you that, in the spring of 2018, the previous government announced an increase to the SIP claim funding of \$11,016.00, bringing that funding amount up to \$38,016.00 per student from the previous funding amount of \$27,000.00. On August 24, 2018, after school board budgets were prepared and approved, the Ministry announced that the previously-announced increase would be clawed back. Currently the funding received from the Ministry is \$28,803.00, bringing the net increase to \$1,803.00 per student.

SEACs across the province were dismayed by the Ministry of Education decision to claw back that increase, given that the true costs of supporting a student with a SIP claim are significantly higher than the allocated amount. For example, the average cost, including salary and benefits, for an Educational Assistant is \$58,870. A student who requires 2 plus Educational Assistants to support their learning needs would be at a cost of \$117,740 plus. The Ministry of Education's SIP amount covers approximately 24.2 percent of the true cost to support a student with significant learning needs. The DDSB covers the remaining 75.9 percent of the cost from other Special Education and operational grants.

The budget gap at the DDSB between Special Education revenues and expenditures for the last three years has averaged 5.6%. However, in the 2021-2022 school year alone, the DDSB allocated \$6,699,588 more than was given in Special Education Grants to Special Education services. Some of the revenue the DDSB has used to fund this gap is the Local Priorities Funding, which, as you are aware, is not guaranteed annual funding from the Province.

Furthermore, when you take into account the claw-back of the SIP funding increase in 2018, combined with the reallocation of the Special Education Per Pupil Amount, this resulted in a net **decrease** in funding and a further increase in the DDSB's Special Education deficit. In 2017, the Auditor General highlighted that the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review."



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6

Phone: 905-666-5500; Toll Free: 1-800-265-3968

Our SEAC is extremely concerned about the direction funding for special education is taking. Inadequate funding of Special Education puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when school boards are required to take revenues from other areas to meet its statutory commitment to children accessing Special Education services.

We urge the Minister to evaluate the true costs associated with SIP claims to support our 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 needs of students with special needs.

Sincerely,

Eva Kyriakides

SEAC Chair

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Hon. Patrice Barns, MPP
Hon. Matthew Rae, MPP
Hon. Marit Stiles, MPP



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FEBRUARY IS INCLUSIVE EDUCATION MONTH



TOGETHER WE'RE BETTER CONTEST

Show us through a **photo collage, story or poem** why **we're better together** when students who have an intellectual/developmental disability are included in your classroom or virtual class.

TOGETHER WE'RE BETTER CONTEST

**WIN A GIFT CARD
FROM BEST BUY!**

1st- \$1000 Gift Card
2nd - \$500 Gift Card
3rd - \$250 Gift Card

WHAT WE ARE LOOKING FOR

February is inclusive education month! Children who **learn together** in school also **learn to live well together** as adults and are better able to **create** and **participate** in communities where **everyone belongs**.

Although learning looks different this year with physical distancing measures in place, including all students in every aspect of the school environment is more important than ever.

Submit a photo collage, story, or poem (500 words or less) describing:

- how your school, classroom, and/or extracurricular program (including online and in-person classes) actively supports inclusion of students with an intellectual or developmental disability
- why your school is better because everyone is learning together

WHO CAN PARTICIPATE

Principals, vice principals, teachers, and students in Ontario (whether you are teaching/learning in class or in a virtual classroom)

DEADLINE

Friday, February 4, 2022. Winners will be announced on **Friday, February 18, 2022** and showcased on Community Living Ontario's website.

HOW TO SUBMIT

Email: contest@communitylivingontario.ca with the subject line **"Together We're Better"**.

In your email to us, please make sure to include your name, grade, teacher's name and email address, and your school's name and address.

Community Living Ontario appreciates your submissions. Only submissions chosen for publication will be notified by February 15th, 2022. Community Living Ontario reserves the right to refuse entries based on submission content. By forwarding your photo collage, poem, or story to Community Living Ontario understand your responsibility for obtaining copyright clearance of all material used in your production (including and without limitation, media releases, music and video) and that you/ the organization grant Community Living Ontario permission and all other required rights to broadcast your/the organization's photo collage, poem, or story on YouTube, for viewing on the website communitylivingontario.ca and any other forms of social media. You agree that Community Living Ontario has the exclusive right to determine for how long your/the organization's photo collage, poem, or story will be available for viewing. You agree that Community Living Ontario is granted all rights necessary to enable it to be in a form or medium available for showing your photo collage, poem, or story.

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