

## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, May 19, 2022

Google Meet Link: [meet.google.com/yvy-qjrj-rga](https://meet.google.com/yvy-qjrj-rga)  
Virtual

6:30 P.M. – 8:00 P.M.

Chairperson: Arlene Godby

Vice-chairperson:

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: Jeannie Armstrong
3. Motion to Approve Agenda
4. Declarations of Conflicts of Interest
5. Motion for Excusal from Attendance  
R.A. That, \_\_\_\_\_ be excused from attendance at the May 19, 2022 Special Education Advisory Committee meeting.
6. Motion for Approval of the Minutes of the April 21, 2022 Meeting.
7. Business Arising from the Minutes:

**B. Recommended Actions/Presentations:**

1. Remarks: Acting Chairperson, Shawna Belcourt
2. Remarks: Superintendent of Learning/Special Education Services, Jeannie Armstrong
3. Update from Trustee: Helen McCarthy

**C. Discussion Items:**

A. SEAC Meeting Presentation:

1. Right to Read Inquiry – Dr. Cynthia Chan Reynolds - Manager of Student Services/Board Psychologist, Jeff Hockett - Special Education Consultant

From Presentation:

- 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?

B. Correspondence Items:

1. Upper Grand District School Board - PPM 81: Provision of Health Support Services in School Settings in 2021-2022: new Expectations
2. Near North District School Board - Online Learning Resources and Platforms
3. Superior-Greenstone District School Board - SEAC Virtual Meetings
4. Kawartha Pine Ridge District School Board - Proposed Amendments PPM 81 Delegation of Controlled Acts to Non-Regulated Education Workers in Schools

C. Information Items:

1. PVNCCDSB Board of Trustee Minutes and Agendas  
<https://www.pvnccdsb.on.ca/our-board/board-meetings/>
2. Autism Ontario - May Update (attached)
3. Community Living Trent Highlands
  - a. May Report (attached)
  - b. E-Bulletin  
<https://myemail.constantcontact.com/CLTH-E-Bulletin---Issue-1--2022.html?soid=1111489023037&aid=Jk367FVDpEE>

D. Old Business:

1. Checklist – from PAaC on SEAC Discussion (attached)
2. PPM 81 Draft Letter - downloading medical procedures onto Special Education Staff – SEAC to review (attached)
3. [Special Education Services: A Guide for Parents/Guardians](#) for SEAC Review
4. Motion Tracking:

| Motion Date       | Subject/Status   |
|-------------------|--|
| 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 |

E. New Business:

D. Next Meeting:

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

2. **2021-2022 Meeting Dates/Topics:**

|                     |  |
|---------------------|--|
| <b>6:30-8:30 pm</b> | <b>Virtually</b>                                   |
| <b>Date</b>         | <b>Topic</b>                                       |
| June 16             | Special Education Plan Review & Budget Discussions |

E. Conclusion:

1. Closing Prayer: Laura Di Ianni
2. Motion for Adjournment



# UPPER GRAND DISTRICT SCHOOL BOARD

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APR 27 2022

**Carrie Proudfoot**

Chair, Special Education Advisory Committee

Board Office: 500 Victoria Road N. Guelph, ON N1E 6K2

Email: [SEAC@ugdsb.on.ca](mailto:SEAC@ugdsb.on.ca)

February 9, 2022

Ms. Nancy Naylor  
Deputy Minister of Education  
5th Floor, 438 University Ave, Toronto, ON  
M7A 2A5  
[EDU.DMO@ontario.ca](mailto:EDU.DMO@ontario.ca)

Dr. Catherine Zahn  
Deputy Minister of Health  
College Park 5th Floor, 777 Bay St,  
Toronto, ON  
M7A 2J3  
[Catherine.Zahn@ontario.ca](mailto:Catherine.Zahn@ontario.ca)

Ms. Denise Cole  
Deputy Minister of Children, Community and Social Services  
7th Floor, 438 University Ave, Toronto, ON M5G 2K8  
[denise.a.cole@ontario.ca](mailto:denise.a.cole@ontario.ca)

**RE: Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations**

Dear Deputy Ministers,

The Upper Grand District School Board (UGDSB) Special Education Advisory Committee (SEAC) was pleased to learn of the memorandum sent October 29, 2021 to Directors of Education announcing the joint review of PPM 81. In particular, the unification of speech and language services is of interest to parents within our school board. As you mentioned in the memorandum, school boards (staff and parents) have long identified the division of these services as detrimental to the support and development of our children.

As parents, we feel we are important stakeholders in this process. We encourage you to ensure parents from SEACs across the province are included in the consultation process as this review moves forward. At the UGDSB, we support the goal of integrated delivery of speech and language services for Ontario school children under the direction and leadership of district school boards.

The UGDSB, like many Ontario District School Boards, has a long history of delivering speech-language pathology services to promote student well-being and achievement. Our UGDSB employed speech-language pathologists work alongside parents and educators to support the development of communication skills for students with diverse needs. The work of the UGDSB SLPs is responsive to the needs of school communities and aligned with system priorities. The UGDSB has invested in supporting

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**Upper Grand District School Board**

• Linda Busuttill; Chair  
• Barbara Lustgarten Evoy; Vice-Chair

• Mark Bailey  
• Mike Foley

• Jolly Bedi  
• Martha MacNeil

• Gail Campbell  
• Robin Ross

• Jen Edwards  
• Lynn Topping



a tiered model of speech-language pathology services and we have seen the benefit of educator-SLP collaborations for children and families with special needs. SLPs employed by the UGDSB are able to build relationships with school staff and families in a way that SLPs at external agencies cannot.

The UGDSB SEAC supports a comprehensive mandate for school board SLPs to deliver the full range of communication services for children with diverse needs, and their families, from kindergarten entry to school exit. In addition to existing assessment, consultation and intervention for oral language, augmentative and alternative communication, literacy, and social communication, school board employed SLPs should acquire responsibility for the provision of speech services. School board employed SLPs are uniquely and best positioned to deliver unified services integrated within educational frameworks including Learning For All and School Board Equity and Improvement Plans. The proposed expansion of speech-language pathology services within district school boards will require contemporary funding structures. Fortunately, the existing infrastructure of speech-language pathology departments within school boards will offset the current expense of managing two community agency speech and language departments, ErinOakKids and KidsAbility Childrens Treatment Centres, and Communication, Language and Speech Services at the UGDSB. Historically, there has been no alignment between ministries in funding for speech-language pathology services. For example, it is noted that at our Board, our local Children's Treatment Centres ErinOakKids and KidsAbility, recently changed their discharge criteria for their preschool speech and language program such that they no longer provide services to students in year 1 kindergarten, yet no funding was transferred to the school board who has had to expand their services to accommodate additional children needing support.

Overall, we request consideration of the following recommendations:

- Include SEAC representatives during the consultation process both provincially and during the development of local solutions required.
- Consolidate funding for the delivery of speech-language pathology services to school-age children under the direction of the Ministry of Education. A single funder will promote more equitable and inclusive services, with greater access for all children with diverse needs. It will reduce service fragmentation, eliminate gaps and duplications, and create seamless transition points. It will also permit more coherent goal setting for participation at school, home and in the community. Moreover, a single funder will facilitate more transparent and accountable processes and service efficiencies.
- Maintain the current investment by Ontario District School Boards in the delivery of speech-language pathology services. Encourage school boards to continue to use Grants for Student Needs and Special Education Grants to fund existing services with flexibility to respond to local student, community and system needs.
- Flow additional funding directly to the Ontario District School Boards to enhance SLP services, unifying delivery of speech and language interventions. Within the funding transfer, acknowledge the gap created when Preschool Speech and Language Services for kindergarten-age children were discontinued and school boards absorbed the abandoned speech and language caseload.

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#### Upper Grand District School Board

• Linda Busuttil; Chair  
• Barbara Lustgarten Evoy; Vice-Chair

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- Create an accountability tool to capture detailed data about the delivery of services to children and families, stratified by tier, using frameworks that are appropriate to the education context. Use the accountability tool to refine service delivery targets and amend funding and infrastructure processes as necessary.

With sincere gratitude for your continued support of our children during their school years.

*Carrie Proudfoot*

Carrie Proudfoot, Chair  
SEAC, UGDSB

cc: Chair of Special Education Advisory Committees  
Supervisory Officers (Special Education)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
Executive Director, Council of Ontario Directors of Education (CODE)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Executive Director, Catholic Principals' Council of Ontario (CPCO)  
Chair, Minister's Advisory Council on Special Education  
President, Association of Professional Student Service Professionals (APSSP)  
President, Ontario Association for Families of Children with Communication Disorders

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APR 27 2022

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Fax: 705.472.9927

April 13, 2022

Honorable Stephen Lecce  
Minister of Education  
Mowat Block, 900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Lecce,

The Special Education Advisory Committee (SEAC) of Near North District School Board (NNDSB) would like to send this letter of support for the concerns expressed by the Algoma District School Board, Durham District School Board, Waterloo District School Board and Renfrew County Catholic District School Board regarding providing on-line learning resources and the platforms used to access these resources.

The NNDSB SEAC members are committed to the equity and well-being of all students and therefore wish to express similar concerns as expressed by the above-named boards to ensure equitable access to these resources. As was noted by Renfrew County, many students in more rural settings do not have convenient access to wireless connections so would need all online courses, platforms and links to related resources be enabled, consistently maintained and meet accessibility standards.

All resources both in-person and on-line should adhere to the concept of universal design and equitable access in order to meet the needs of all students, especially students with special education needs.

Thank you for your time and consideration of this matter,

Sincerely,



Albina Lavictoire

Chair, Special Education Advisory Committee  
Near North District School Board

CC: Board Chair Aspin, NNDSB Board of Trustees  
Chairs of all Ontario Special Education Advisory Committees





Small Schools Make a Difference

April 29, 2022

Honourable Stephen Lecce  
Minister of Education  
Mowat Block, 900 Bay Street  
Toronto, ON M7A 1L2  
Stephen.lecce@pc.ola.org

Dear Minister Lecce,

The Special Education Advisory Committee of the Superior-Greenstone District School Board would like to sincerely thank you for the leadership that has been provided to ensure the safety of all students in the province of Ontario, during the COVID-19 pandemic. We recognize the challenge that resulted from this pandemic but also the opportunities to enhance our current practices based upon our learning. One area in particular that we would like to draw your attention to are the benefits that have been realized, for our committee, based upon the regulatory amendment made to Regulation 463/97: Electronic Meetings and Meeting Attendance.

SGDSB is one of the largest school boards in Ontario geographically, as it is comprised of 15 schools dispersed throughout 45,100 square kms. SEAC meetings have been completely virtual for the past two years, without challenge. The transition to purely virtual meetings was a smooth one, due to the experience with some hybrid meetings in the past.

During the global pandemic, our committee has recognized that engagement in SEAC meetings has increased. Additional members have been recruited, attributed to the fact that travel was not required to participate fully. The rate of quorum achievement has improved from an average of five meetings per year to eight meetings per year. ***The SEAC is consequently requesting that consideration be given to making Regulation 632/20 a permanent amendment, and continuing to allow all meetings to occur virtually and to eliminate the requirement for the Director of Education/designate and the Chair to be physically present in the same room for all meeting, regardless of distance, weather, or health.***

In addition to the information mentioned above, SEAC would like to highlight that requiring our members to be physically present (or any number of meetings) in the designated meeting room, including our Director of Education and the Chair of the committee, is a barrier to involvement, and is deemed to be an issue of equity.

The foundations of this equity issue are contextual in nature resulting from the unique nature of infrastructure in Northwestern Ontario. SGDSB is one of the largest school boards geographically in the province, a fact that we are proud of.

Regulation 463/97, in its entirety, presents the following barriers to membership:

1. Travel – Travel over 144 000 sq. kilometers, via 4 secondary highways and primarily single/undivided highways increases the risks associated with travel. These highways are heavily populated by transports. Winter travel begins in late October and does not end until May. Public transportation does not exist in/between any communities; thus, the regulation requires members to have a vehicle and license.
2. Distance – Participants, but notably the Director of Education/designate and the Chair, are expected to travel significant distances (up to 314 kms via Highway 17 and 266 kms via Highway 11, that can take up to four hours one way, assuming that the designated meeting location and the home community of the member are not at opposite ends of the school board) for at least half of all meetings.
3. Work Commitments – For volunteer committee members, the additional time off work for travel, in many cases, the day prior and the day following a meeting, would negatively impact their ability to earn a living, in addition to the quality of their family life.

Potential candidates may refrain from submitting their names for the committee due to safety concerns associated with travel or inability to travel, conflicts with current employment, family responsibilities, requirement to be away from home overnight due to distances, etc. The requirements to be in the same room may inhibit candidates from running for the position of chair, and result in additional costs to public taxpayers. It must be remembered that, while our geography is vast, our population is fewer than 15 000 people throughout the board, thus significantly reducing the number of potential candidates.

We would strongly encourage the Minister to consider making the virtual meeting requirements reflected in Regulatory Amendment 632/20 permanent. In addition to the equity considerations made above, we encourage the Minister to consider the environmental impact of this regulation, and to not dismiss the advances made to using technology as a communication tool, which is at the core of our operations. All team members regularly utilize technology to connect and collaborate. Technology

is how we stay connected, build relationships and ensure belonging, over vast distances.

We would be happy to meet with you or a member of your ministry to expand on any aspects of this letter. Thank you for your consideration and we look forward to hearing from you.

Yours in education,

**Original Signed by**

Brandy Brake-Weldon  
Chair, SEAC

Sheila Zappitelli  
Vice-Chair, SEAC

cc. Nicole Morden Cormier, Director of Education  
Pinky McRae, Chair, SGDSB  
Ontario District School Boards SEAC



May 4, 2022

Honourable Christine Elliott  
Minister of Health  
5<sup>th</sup> Floor, 777 Bay Street  
Toronto, ON M7A 2J3  
[Christine.elliott@pc.ola.org](mailto:Christine.elliott@pc.ola.org)

RECEIVED  
MAY 18 2022  
Honourable Stephen Lecce  
Minister of Education  
Mowat Block, 900 Bay Street  
Toronto, ON, M7A 1L2  
[minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)  
[Stephen.lecce@pc.ola.org](mailto:Stephen.lecce@pc.ola.org)

Honourable Christine Elliott and Honourable Stephen Lecce

**Trustees:**

*Diane Lloyd*  
(Chairperson)

*Angela Lloyd*  
(Vice-chairperson)

*Cathy Abraham*  
*Terry Brown*  
*Cyndi Dickson*  
*Kailee Dupuis*  
*Rose Kitney*  
*Jaine Klassen Jennings*  
*Gail Nyberg*  
*Emilio Ojeda*  
*Steve Russell*

*Maryam Abdella*  
*Eleftheria Voliotis*  
(Student Trustees)

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*Rita Russo*  
Director of Education

**EDUCATION CENTRE**

1994 Fisher Drive  
Peterborough, Ontario  
K9J 6X6

(705) 742-9773  
1 (877) 741-4577  
Fax: (705) 742-7801

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Website: [www.kprschools.ca](http://www.kprschools.ca)

The Kawartha Pine Ridge District School Board Special Education Advisory Committee are aware that the Province of Ontario is currently challenged by a shortage of nurses. Both the health and education sectors are experiencing the impact of these shortages. Under current legislation, school staff cannot perform the duties of a nurse/registered health care professional. We are concerned with the proposed amendments to PPM 81 which suggest the delegation of controlled acts to non-regulated education workers in schools. We are not supportive of assuming this risk to students, staff and the board.

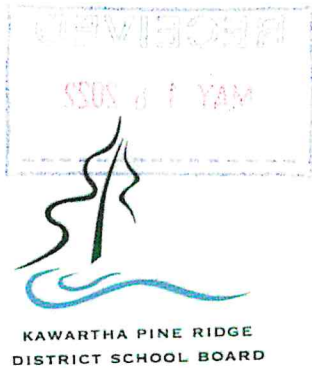
Though this shortage is not the responsibility of school boards, where school nursing services have not been available, we have supported students with alternate arrangements. We have allowed parents/guardians or a temporary health care service provider, designated by the parents/guardians, to visit the school, adhering to all safety protocols, to provide the health care services for their child. Furthermore, schools are creatively engaging with and providing academic support to students who are at home awaiting nursing care.

We are aware that updates to the Ministry of Health "Family-Managed Home Care/Self-directed Care" program eligibility requirements now include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses. However, this funding is not actionable for parents/guardians who cannot find a nurse to employ, or who cannot take time from work themselves to attend at school.

As indicated in the SickKids report entitled *COVI- 19: Guidance for School Operation during the Pandemic*, dated January 21, 2021, in-person learning is the best learning environment for students. However, some students are unable to attend school with their peers, and their families are bearing much of the burden in managing the care of students who do not have at-school nursing support secured at this time.

While we acknowledge that there are ongoing provincial level discussions occurring across various ministries regarding the nursing shortage, we stand with other boards and request that this government makes it a top priority to develop a solution that allows all children





Honourable Christine Elliott and Honourable Stephen Leese  
May 4, 2022  
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access to the learning they require and deserve, while ensuring that the risks to students, staff and school boards is minimized.

Sincerely,

Alison Rodriguez  
Chairperson, SEAC  
Community Living Peterborough

Angela Lloyd  
Co-Chair, SEAC  
Trustee, Township of Cavan,  
Monaghan  
Township of Douro-Dummer  
Township of Otonabee-South  
Monaghan

Cc: Chairs of all Ontario Special Advisory Committees  
Ontario Public School Boards' Association (OPSBA)  
Lindsey Park, MPP Durham  
Hon. David Piccini, MPP Northumberland - Peterborough South  
Laurie Scott, MPP Haliburton – Kawartha Lakes - Brock  
Dave Smith, MPP Peterborough Kawartha  
Hon. Todd Smith, MPP Bay of Quinte



## Autism Ontario Updates – May 2022

1. AO is hiring for a *Care Coordinator* – full time, help parents/caregivers with support options. Please share with anyone you may know who would be interested > [APPLY HERE](#)

2. One to One Support Summer Support Worker Reimbursement Fund

The [2022 One to One Summer Support Worker Reimbursement Fund](#) is available to Ontario families of children or youth with on the autism spectrum who retain the services of a one-to-one worker or send their child to a camp or in-person or virtual program. Maximum reimbursements of \$600, per child or youth (up to their 18th birthday) will be made to subsidize services purchased. A minimum of 500 children from across Ontario are expected to receive reimbursement. Reimbursement will be provided based on a random selection made from all eligible applicants who apply.

3. [Upcoming Events](#) in Durham, Northumberland, Peterborough

4. [Upcoming Webinars](#) available online

5. Autism Ontario Announced as Recipient of Autism Speaks Canada 2021 Community Grant

Autism Ontario is pleased to announce that it is a recipient of the Autism Speaks Canada 2021 Community Grant, alongside its partners [Variety Village / Variety – the Children’s Charity \(Ontario\)](#), [Apex Academy Online](#), and [Partners for Planning](#) for the Strong Minds Through Active Bodies: Promoting Autistic Mental Health Through Physical Activity and Planning project.

The Grant fund evidence-informed projects to support mental health services and social engagement opportunities for autistic people and their families across Canada. Grants are awarded through a rigorous review process, including a community panel of self-advocates, family members, friends, service providers, and research experts across Canada.

For more information about the grant please click [HERE](#)

May 2022 report- C.L.T.H.

Piloting a respite opportunity this summer partnering with Five Counties for youth who live with complex medical Diagnosis.

Summer Respite opportunities for families on our caseloads.

In person respite opportunity on April 30 which was a very successful Critter Visit

Five Counties is holding a donation to the committee and has an all-terrain Hippocampe Manual All Terrain Chair that families can sign out.

| 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 &amp; Distribution)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SEAC should develop an annual process for the review of the Special Education Plan.</li> <li><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</li> <li><input type="checkbox"/> Review as a group so we can make informed advice to the Trustees OR create sub-committee</li> <li><input type="checkbox"/> Ensure to review process includes updates on stats, staffing, program locations and other info that may change annually</li> <li><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</li> <li><input type="checkbox"/> Continue having presentations on specific programs and identify what section of the plan needs to be changed and/or implemented</li> <li><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</li> <li><input type="checkbox"/> Review the current parent guide on the IPRC process on a yearly basis as a group or in sub-committee's</li> <li><input type="checkbox"/> Review new parents guides and brochures as they are developed</li> <li><input type="checkbox"/> Develop or review the glossary of special education terms in parent guides</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the current annual process - <b>to be done in September</b></li> <li><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 - <b>review in May or June</b></li> </ul> <p>a) Decide on whether to do as a whole or in sub-committee - <b>complete as a whole because of small group</b></p> <p>b) Decide on when this will take place in the meetings, standing agenda item</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask for updates on stats, staffing, program locations etc. to review and may need changes and recommendations - <b>ongoing - imbedded in the Superintendent's budget</b></li> <li><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 - <b>Set aside time in October or November to review as well as budget presentation each May</b></li> <li><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 - <b>bring forward to next meeting just for information and review</b></li> <li><input type="checkbox"/> Find out if there are developed videos for parents on the IPRC/IEP process</li> <li><input type="checkbox"/> Review the current list of community organizations listed on the parent guide</li> <li><input type="checkbox"/> Develop a parent survey with help of board staff to monitor parent experience and analyze results. <b>Bring forward to suggest questions for next census</b></li> <li><input type="checkbox"/> Develop or review any FAQ sections on the parent guide</li> </ul> |

|  |                            |   |   |
|--|----------------------------|---|---|
|  |                            | <input type="checkbox"/> Create any additional resources, like the IEP process and other programs and services.<br><input type="checkbox"/> Give direction on the promotion and distribution of the guide<br><input type="checkbox"/> Develop or update the current list of community organizations available to help parents with special needs<br><input type="checkbox"/> Develop a DVD or webcast with staff with information for parents on the IPRC or IEP process<br><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.<br><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"> <li>• 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</li> <li>• Consider using Table 3 questions in the evaluation process</li> <li>• Develop a survey or key questions for SEAC members to answer</li> <li>• Allocate time within the meeting to complete the survey</li> <li>• Hold a special SEAC meeting to focus on evaluation of the survey answers</li> </ul>   | <input type="checkbox"/> Create a survey to be used yearly by SEAC<br><input type="checkbox"/> Use questions in Table 3 to develop the survey with assistance from board staff<br><input type="checkbox"/> Should a sub-committee develop the survey?<br><input type="checkbox"/> Decide when to have the survey completed in the school year<br><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.<br><a href="#">Google form</a> |
|  | Section 5.3 – SEAC Motions | <input type="checkbox"/> Procedures may vary depending on Board by-laws<br><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?<br><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<br><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<br><input type="checkbox"/> Trustees have a role in sharing information between the board and SEAC<br><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<br><input type="checkbox"/> SEAC should create an action chart to track past motions and prepare for new motions<br><input type="checkbox"/> SEAC should be provided with written responses to motions from the Trustees and/or board admin staff.<br><input type="checkbox"/> Review Table 8 – Sample Script for Motions<br><input type="checkbox"/> <b>Recommend that at the start of every year, a review of how to make a motion is discussed</b> | <input type="checkbox"/> Set up a motion tracking chart - <b>under old business tracking motions in regards to letter writing/responses as well as motions being sent to the board</b><br><input type="checkbox"/> Start using Business Arising section to make motions<br><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<br><input type="checkbox"/> Review Table 8 – Sample Script for Motions at the beginning of each year - <b>provide each year in September</b> |
| 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.<br><input type="checkbox"/> Set Meeting Agenda to correspond to SEAC annual calendar.   | <input type="checkbox"/> Questions/Information Needed/Motion:<br><input type="checkbox"/> Review board planning calendar<br><input type="checkbox"/> Review EQAO Results<br><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.<br><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.<br><input type="checkbox"/> Review recommended PAAC on SEAC goal setting process:<br><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;<br><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;<br><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;<br><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.<br><input type="checkbox"/> Board of Education to include SEAC member(s) in the Budget Committee or working groups<br><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<br><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<br><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 |

May 19, 2022

Honourable Christine Elliott  
Minister of Health and Long Term Care  
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Minister of Children, Community and Social Services  
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**RE: Policy/Program Memorandum NO. 81, Provision of Health Support Services in School Settings: New Expectations**

**The new update to the government's long standing Program 81 which covers the provision of health support services, speech and language services and therapy services in Ontario's schools, would delegate many tasks currently handled by qualified health professionals to non-medical staff in schools.**

Dear Ms. Elliott, Mr. Lecce and Ms. Fullerton:

The Peterborough Victoria Northumberland Clarington Catholic District School Board (PVNCCDSB) Special Education Advisory Committee is concerned by the draft update of PPM NO. 81 downloading medical procedures onto special education support staff and the implications that would have on students and staff. The Province of Ontario is currently challenged by a shortage of nurses. Both the health and education sectors are experiencing the impact of these shortages. Under current legislation, school staff cannot perform the duties of a nurse/registered health care professional. We are concerned with the proposed amendments to PPM 81 which suggest the delegation of controlled acts to non-regulated education workers in schools. We are not supportive of assuming this risk to students, staff and the board.

PVNCCDSB SEAC has the following concerns:

- Trained and licensed medical staff (RN/RPN) are required to provide medical interventions and ongoing medical care.
- Downloading medical support services to school board staff could have detrimental outcomes for our students.
- The framework for delivery outlined in PPM 81 only identifies medical intervention. The framework is simplifying medical care requirements that ignores the other important skills that our RN/RPNs are trained for, and are watching for during the school day that are not 'interventions' (e.g. episodes of low blood sugars that are beyond the scheduled sugar checks, aspirations or risks of aspirations, feeding tube being pulled out - these are not schedules but require immediate intervention). That is why some of these children have shift nursing (not just visiting nurses) as they require ongoing care not just routine

interventions. The Home and Community Care Support Service (formerly LHIN) decision to authorize shift nursing rather than visiting nurses is not a decision that is made lightly and is done so that those children that require considerable medical care can attend school safely. School staff (ASDWs, EAs, RECEs) are not trained on these medical episodes and should not be expected to have the expertise to monitor students for such episodes while they are supporting learning. Aspirations can have serious consequences and could easily result in a hospitalization.

- For some children feeding tubes are their only lifeline - but feeding tubes can be blocked or pulled out completely and a foley catheter has to be inserted right away to keep the tract in his body open. There is no time to wonder what to do, pull a sibling out of class or call parents and hope they can come over and deal with an issue. Nurses are trained on how to immediately intervene. It is unfair to expect school staff to take on these added responsibilities.
- School staff are tasked to be focused on providing school and learning support, but it could be the case where much of their time is spent focused on the medical aspects of care and documenting the care (either for school documentation to avoid liability issues or communication back to the parents).
- Shift nursing staff are generally in place for longer periods of time, and they get to know the student, their vocalizations and their behaviors. For those that are medically fragile and non-verbal, the time spent to learn the child is essential to understand when something needs to be addressed (e.g. reduce risk of aspiration, check sugars).
- School staff routinely are transferred among students and classrooms (sometimes two or more times a year). It is difficult to just have consistent school programming sometimes; and it is not at all conducive to learning the child for quality and consistent medical care. Multiple school staff cycle throughout each day and sometimes there are staff shortages. The continuity of care would not be achieved. Nursing shortages can happen (like we have seen during COVID), however this is a symptom of home care nursing. An alternative is to hire nursing care within the school board to have a pool of nurses that are trained and have experience with children and common medical concerns for these children attending school. If done right, this would improve continuity of care and provide reassurances to parents that their child's medical care is taken care of and there will be other staff focused on the school programming. Nurses are trained and regularly deal with private medical information and PHIPA. Nurses have medical charts at school that can contain a lot of sensitive medical information. Privacy of medical information should not be taken lightly, particularly if the circle of care is moved from one nurse at school to several school staff. This could become a nightmare for parents - families like ours already have lost a lot of privacy, and there should be a firm line for who can access medical information for what.

We also support the goal of integrated delivery of speech and language services for Ontario school children under the direction and leadership of District School Boards (DSBs). As parents representing students with needs, we recognize the importance and value of having school employed Speech Language Pathologists (SLPs).

- It would be of utmost importance to minimally maintain the current investment by DSBs in the delivery of speech-language pathology services. Ideally, enveloped funding to maintain the staffing of school employed SLPs. School employed SLPs promote more equitable and inclusive services and allow for greater access for all children with diverse needs. School employed SLPs will reduce service fragmentation, eliminate gaps

and duplications, and build greater seamlessness across transition points. It will permit more coherent goal setting for participation at school, home and in the community.

In addition, as parents and SEAC members, we feel we are important stakeholders in this process. We encourage you to ensure parents from SEACs across the province are included in the consultation process as this review moves forward.

With sincere gratitude for your continued support of our children during their school years.

Sincerely,

Arlene Godby, Chairperson  
PVNCCDSB Special Education Advisory Committee

Cc: Chairs of all Ontario Special Education Advisory Committees  
Supervisory Officers (Special Education)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA) Executive Director, Council of Ontario Directors of Education (CODE) General Secretary, Ontario English Catholic Teachers' Association (OECTA) Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON) Executive Director, Catholic Principals' Council of Ontario (CPCO)  
Chair, Minister's Advisory Council on Special Education  
President, Association of Professional Student Service Professionals (APSSP)  
President, Ontario Association for Families of Children with Communication Disorders