



Special Education Advisory Committee

Thursday, February 17, 2022

6:00 PM

MS Teams Virtual Meeting

AGENDA

Land Acknowledgement

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.

AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
A-1 Opening				
(a) Welcome/ Land Acknowledgement Statement			√	W. Rose
(b) Roll Call			√	P. Curran
(c) Agenda Additions/ Deletions/ Approvals		√	√	W. Rose
LEARN				
B-1 Timed Items				
(a) Financial Update – 2021-22 – A review of special education funding, grants, expenditures and reserves 2021-22*	√	√		R. Wyszynski/ L. Thompson/J. White/ P. Bagchee
(b) 2022-23 Budget Process*	√			R. Wyszynski

Learn Lead Inspire



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Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings				
(a) Ratification of Minutes January 20, 2022*			√	W. Rose
(b) Expulsions and Exclusions for Students with Special Education Needs	√	√		L. Thompson
(c) Psychological Services – Wait Lists	√	√		P. Bagchee
(d) Progress Update – Self-Contained Classroom Planning	√	√		J. White
LEARN				
D-1 New Business				
(a) Regional Special Education Council (RSEC) - updates	√			J. White/L. Thompson
(b) PPM81 Consultation Update	√	√		J. White/P. Bagchee/L. Thompson
LEAD				
E-1 Other Business				
(a) Appendix H – Special Education Plan*	√	√	√	L. Thompson



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Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items				
(a) Policy/Procedures Out for Comment Comments are due by February 24, 2022 and are sent to: policiesandprocedures@granderie.ca <ul style="list-style-type: none"> P01 Service Provision for Students with Special Education Needs SO121 Request Attend School Outside Home Area School 	√			W. Rose
(b) Trustee Updates	√			R. Collver/T. Waldschmidt
LEARN				
G-1 Information Items				
(a)				
INSPIRE				
H-1 Community Updates				
(a)				



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Item	Info.	Dia.	Res.	Responsibility
LEARN				
I-1 Correspondence				
(a) LDAO SEAC Circular: February 2022*	√			W. Rose
(b) Lakehead DSB re: Support Service Personnel Jan. 17, 2022*	√			W. Rose
(c) Algoma DSB re: Bill 172 Jan. 11, 2021*	√			W. Rose
(d) Renfrew County CDSB re: Online Learning/Universal Design Jan. 26, 2022*	√			W. Rose
(e) Durham DSB re: SIP Funding Feb. 3, 2022*	√			W. Rose
INSPIRE				
J-1 Future Agenda Items and SEAC Committee Planning				
(a)				
K-1 Next Meeting				
Thursday, March 10, 2022 MS Teams	√			W. Rose
L-1 Adjournment				
Meeting adjourned at p.m.			√	W. Rose



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Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

SEMT Special Education Management Team

AGENDA ITEM(S)

Standing:

- LDAO SEAC Circular September, November, February, April and June (as available).

Special Education Budget Review

SEAC - FEBRUARY 17, 2022

Grants for Student Need (GSN)

The current funding system for education is intended to:

- provide a fair allocation for all students, wherever they live in Ontario;
- operate in a fair and non-discriminatory manner as between the public and Catholic boards in both the English-language and French-language systems;
- provide funding to maintain schools and to build new schools where they are needed;
- allow boards some flexibility to decide how funds will be allocated to programs and supports, and among schools;
- restrict how boards spend money in some specific areas (e.g. to protect funding for capital and special education, and limit spending on board administration); and
- promote school board accountability by ensuring that boards report consistently and publicly on how they spend their allocations.

Education funding through the GSN consists of a Pupil Foundation Grant, a School Foundation Grant, and thirteen special purpose grants.

GSN – Special Education Grant

Provides additional funding to school boards to support students who need special education programs, services, and/or equipment through 6 allocations:

1. Special Education Per Pupil Amount (SEPPA) Allocation **\$20.8m**
2. Differentiated Special Education Needs Amount (DSENA) Allocation **\$15.9m**
3. Special Equipment Amount (SEA) Allocation **\$1.0m**
4. Special Incidence Portion (SIP) Allocation **\$0.3m**
5. Care, Treatment, Custody and Correctional Amount (CTCC Amount)) Allocation **\$0.5m**
6. Behaviour Expertise Amount (BEA) Allocation **\$0.5m**
7. Special Education Carry-Over **\$0.7m**

Funding Driver: ***Combination***
 Enrolment /
 Application-based /
 Board demographics / Actual Costs

2021-22 GEDSB Funding: \$39.7m million

Key Points:

- The Special Education Grant may only be used for special education. Any unspent funding must be treated as deferred revenue for special education.
- Not funded for actual costs

Priorities and Partnerships Fund (PPFs)

Ontario continues to modernize education funding to deliver a sustainable and world-class system so students can succeed in school and beyond – while ensuring investments have the greatest impact in the classroom, and on students, as the province continues to respond to the COVID-19 pandemic. The PPF is supplemental to the GSN and is reviewed and assessed by the ministry each year.

Funding allocations are typically one year in length and must be spent on initiatives outlined in transfer payment agreements and are not guaranteed year-to-year. 2021-22 Allocations are as follows:

◦ Mental Health and Well-Being	\$39,637
◦ COVID – Spec Ed	\$214,179
◦ COVID – Mental Health	\$337,220
◦ Development Disabilities Project	\$28,570

Expenditures

Projected Budget for 2021-22: \$39.9m

- Elementary: \$27.2
- Secondary: \$12.7

Exceeds funding of \$39.7m (Modest overspend on Special Education of \$200,000)

Expenditures

Classroom Teachers	150 FTE	\$14,139,928
Supply Staff		\$ 478,788
Educational Assistants	316.5 FTE	\$16,921,105
Textbooks and Supplies		\$ 373,180
Computers		\$ 198,000
Professionals & Paraprofessionals	57.5 FTE	\$ 5,999,825
Staff Develop.		\$ 83,500
School Office		\$ 49,099
Coordinators and Consultants	12 FTE	\$ 1,628,101

Budget Challenges

Political

- Change in government (Provincial and Trustee elections are occurring in 2022)_

Economic

- Controlling staffing costs, WSIB, Labour Shortages
- Enrolment projections (impact to revenue)

Social

- Absenteeism
- COVID-19

Technological

- Modernizing classrooms + refreshing aging technology

Environmental

- Utilities cost containment
- Aging buildings

Legal

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Grievances, settlements, unforeseen legislative changes





B-1 (b)

2022-23 Budget Prep





Multi Year Strategic Plan

What We Heard



Our Mission

Together we build a culture of **learning**, **well-being** and **belonging** to inspire each learner.



B-1 (b)

Priority #1: Learning

We build a culture of learning to nurture curiosity and opportunity for each learner.

Priority #2: Well-Being

We build a culture of well-being to support the cognitive, social emotional and physical needs of each learner.

Priority #3: Belonging

We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.





MYSP: Annual Operating Plans

Senior Team will map budget submissions to the following areas as identified in the MYSP that may have financial impact

- Mathematics
- Literacy
- Graduation
- Mental Health and Well-Being
- Safe & Inclusive Schools
- Indigenous Education
- Enhancing Reputation (Communications)
- Resource Allocation (Business Services)
- School Modernization (Facility Services)
- Improving Employment (Human Resources)
- Increase Tech Opportunities (IT)
- Leadership (Organizational)



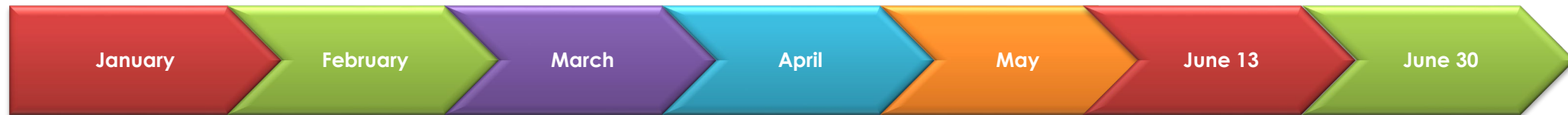
Budget Process

- **Revenue determination**
 - Ministry announcements (GSN & PPF)
 - Other sources of revenue (interest, rentals, other programming grants)
- **Expense determination**
 - Expenses are determined by budget holders who have set due dates
 - Salaries & benefits (largest component) determined by Budget & Grants Officer in collaboration with HR department and senior team inputs
 - Other costs (contracts, utilities etc...)
 - Greatest difficulty is timing of the information

Objective: Balanced Budget by May 1st, 2022

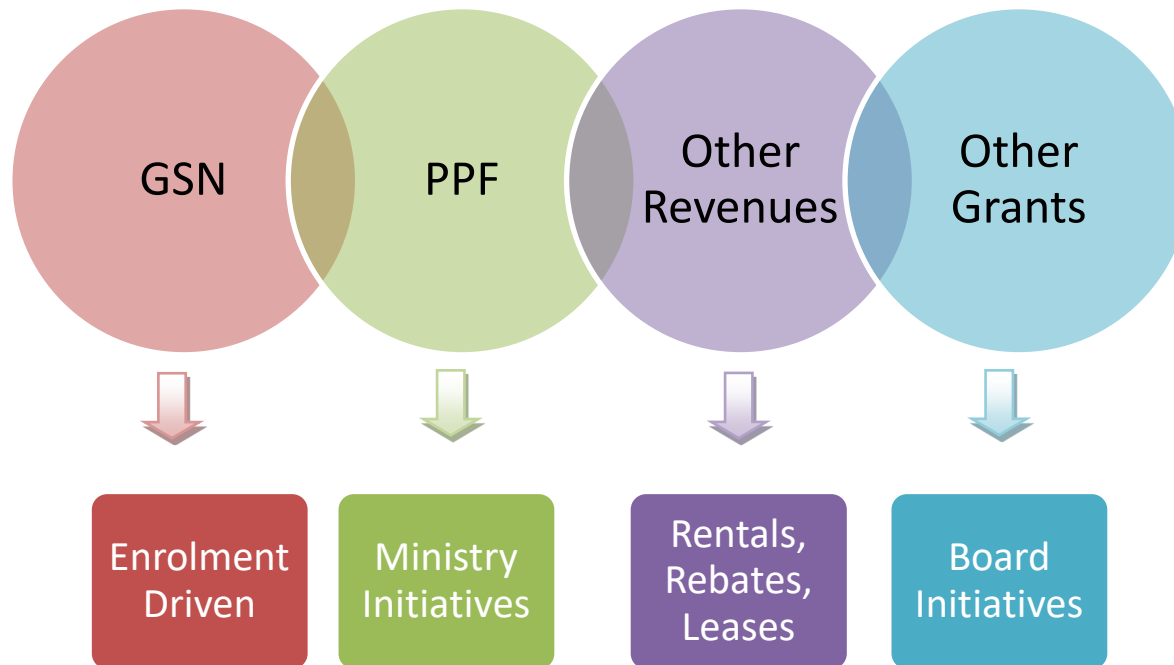


Budget Timelines: 2022-23



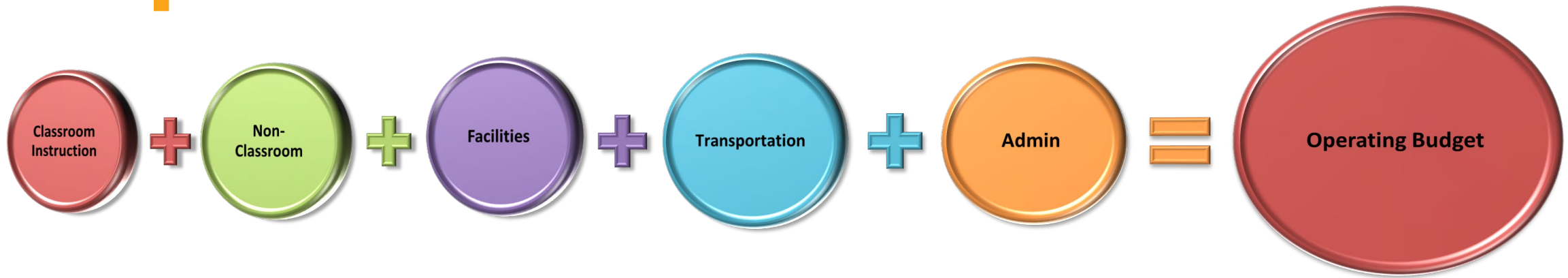


Revenue





Expenditures



Senior Team utilizes Expenditure Categories and the Technical Paper as a guideline:

- To ensure the integrity of the funding formula is maintained
- To ensure Board alignment to Ministry initiatives and restrictions
- To ensure categories align to both their own, Board and stakeholder objectives
- To ensure that each area balances within their allotted funds; where required



Next Steps:

- Senior Team will map out areas of investment, new initiatives and exciting plans for 2022-23 that will align to MYSP and AOPs
- Preliminary Enrolment projections will be developed
- Review of budget assumptions, risks, challenges, and priorities
- Await Ministry announcements, analyze consultations



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MS Teams

MINUTES

Present: Chair W. Rose, P. Bagchee, L. Boswell, C. Brady, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, J. Gemmill, K. Jones, F. Lainsou N. Marsh-Poremba, L. Nydam, T. Sault, L. Scott, L. Sheppard, L. Thompson, J. White, T. Wilson.

Regrets: P. Boutis, T. Buchanan, J. Trovato, T. Waldschmidt.

Recorder: P. Curran

A - 1 **Opening**

(a) **Welcome**

W. Rose called the meeting to order and read the Land Acknowledgment Statement.

(b) **Agenda Additions/Deletions/Approval**

Add I-1 (e) PAAC on SEAC Budget Documents

Add I-1 (f) LDAO Course for SEAC Members and Special Education Professionals

Add I-1 (g) Email from Nicole Vass of "Feel the Party"

Add J-1 (d) Suspensions and Expulsions for Students with Special Education Needs

Add J-1 (e) Wait List for Psycho Educational Tests

Moved by: C. Brady

Seconded by: A. Detmar

THAT the SEAC 21-05 Agenda for Thursday, January 20, 2022 be approved as amended.

Carried

B - 1 **Timed Items**

(a) **Election – Chair of SEAC 2022**

J. White informed members they were permitted to self-nominate.

She opened the floor by calling for nominations for the position of SEAC Chair.

W. Rose self-nominated.

J. White called for other nominations a second time and a third time.

Seeing no other candidates or nominations, J. White asked W. Rose to confirm she was willing to accept the position and asked for a vote on the Chair.

THAT W. Rose be acclaimed as the Chair of SEAC for the 2022 calendar year.

Moved by: C. Brady

Seconded by: L. Boswell

Carried

(b) **Election – Vice-Chair of SEAC 2022**

J. White reminded members they were permitted to self-nominate.

She opened the floor by calling for nominations for the position of SEAC Vice-Chair.

R. Collver nominated P. Boutis; W. Rose informed members she is absent tonight.

J. White asked W. Rose to provide an overview for the role of Vice-Chair.



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L. DeJong self-nominated.

J. White called for other nominations a second time and a third time.

Seeing no other candidates or nominations, J. White asked L. DeJong to confirm she was willing to accept the position and asked for a vote on the Vice-Chair.

THAT L. DeJong be acclaimed as the Vice-Chair of SEAC for the 2022 calendar year.

Moved by: C. Brady

Seconded by: L. Boswell

Carried

C - 1 **Business Arising from Minutes and/or Previous Meetings**

(a) **Ratification of Minutes from Thursday, December 9, 2021**

- i. Re: C-1 Business Arising from Minutes and/or Previous Meetings (c) SEAC Letter of Support for Summer Programs – Revise the letter by inserting the names of the MPP
- ii. Re: F-1 Standing Items (b) Trustee Updates – Revise the comment to the following “Rapid Antigen Tests (RAT) are going home with students over the Christmas break.”

Moved by: K. Jones

Seconded by: L. Boswell

THAT the SEAC 21-04 minutes for Thursday, December 9, 2021 be approved as amended.

Carried

D - 1 **New Business**

(a) **Grade 3 C-CAT Data – Outcomes 2020-21 and Process 2021-22**

J. White introduced Ms. Backus-Kelly whose role is the Teacher Consultant for the Alternative Program for students who are gifted.

They shared 2021 Canadian-Cognitive Abilities Test results.

The C-CAT is a standardized screener measuring cognitive abilities across verbal, quantitative and non-verbal domains based on Canadian Norms.

It is group administered in paper and pencil format.

In Grade Erie there were 1,557 Grade 3 students in 58 schools that participated in the C-CAT, 727 female and 830 male. Students in 17 schools were tested between February and Mar 2021 and students in 35 schools were tested between September and November 2021. Students in the Virtual Learning Academy participated only if they moved back to in person learning. 99 of 1557 or 6.4% of the eligible grade 3 students did not participate.

Ms. Backus-Kelly cautioned that environmental and learning opportunities for students during the COVID pandemic are significantly different from the environmental and learning opportunities in place when C-CAT norms were



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established. She mentioned that while ability skills were less likely to be affected by the disruption of in class learning it is important to keep in mind when reviewing data year over year.

Ms. Backus-Kelly reminded members that the tests this year were administered in two different time periods so to get a true reading of this year's results, the numbers from the green column must be added to the numbers of the purple column to show the final data for 2021.

The charts for Verbal, Quantitative and Non-Verbal abilities all indicate some students are ahead of the curve.

W. Rose shared that she believed the age of these students may preclude their ability to sit through or complete the test in a way that will accurately demonstrate their cognitive ability or aptitude.

L. Thompson concurred with this statement and added that from an equity lens, it is important to consider these factors as well as the impact of the pandemic on the test results.

J. White noted students' abilities are also measured through classroom assessments and presented the composite chart which is consistent with the three previous slides. She explained the impact of the pandemic which indicates the lean toward the lower scores.

W. Backus-Kelly explained the not calculated data, which are culminated from staff review of the bubble sheets. The not calculated indicate those students who may have been overwhelmed and not completed the test or may have completed more than one answer to a question. As the board must submit only the correctly finished sheets for compilation any that were incomplete or completed incorrectly must be removed before they are submitted.

J. White explained individual reports will be distributed to schools and parents and CogAT.com (the scoring company) provides evidence-informed profile-based instructional strategies for the classroom teacher. The board's System Research Lead is currently working to display data in an application for principals to access during meetings to facilitate the work in differentiating instruction for all learners. Ms. Backus-Kelly continues to consult with schools to support their development and implementation of programs for cognitively advanced students. Staff is currently developing a Spring 2022 C-CAT-7 schedule for administration and considering home school and Virtual Learning Academy applications.

W. Rose expressed concern that statistically there is evidence that many gifted and talented students who would benefit from advanced programming are being missed through this evaluation and that potentially gifted programming may be underfunded.



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J. White reminded members the C-CAT is not the only screening tool used to identify student ability and needs but is one piece of data. It may not capture all the students, but staff are continually working to ensure all relevant information is gathered.

(b) **OnSIS data for Students with Special Education Needs**

L. Thompson informed members the data annually brought to SEAC is presented this year in a format similar to the Ministry of Education data.

In the 2020-21 school year 6,462 students or 24% of all Grand Erie students received special education programs and/or services. Of those students 25% had been identified through the Individual Placement Review Committee (IPRC) process.

Approximately 95% of all students receiving special education programs and/or services were placed in regular classrooms for more than half of the instructional day.

Over time, the number of students with special education needs has risen slightly from 24.2% in 2015 to 26.4% in 2020. Students without an IPRC but who received special education programs or services rose from 17.6% in 2015 to 19.8% in 2020. Students with special education needs and who had been through the IPRC process changed from 5.5% in 2015 to 6.6% in 2020.

W. Rose asked if there is any information from other boards as to changing the IPRC process.

L. Thompson noted Grand Erie data is comparable to provincial data showing more students with special education needs who have not been formally identified through the IPRC process. This information could be used to start the discussion at the Ministry level especially as the proposed revisions to the K-12 Education Standards have mentioned the IPRC process. She will ensure the information is passed on to a colleague for sharing with the Ministry Advisory Council on Special Education.

K. Jones asked if a change to the definition impacted the numbers for 2018 where this is an obvious spike.

J. White explained the increase can be explained by the infusion of new students with special education needs. She noted Grand Erie accepted many new students who came with their IPRC in place.

L. Boswell asked what year the Mental Health Lead was incorporated in Grand Erie. L. Thompson shared it was 2013 or 2014.



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L. Thompson discussed exceptionalities and noted in 2020-21 there were 1,605 Grand Erie students identified as exceptional. Types of exceptionalities were broken into categories with most students identified with more than one exceptionality resulting in 59.4% of students identified with a multiple exceptionality.

Provincially, 7.7% of Ontario students are identified as having multiple exceptionalities.

She noted there is discrepancy in the comparison from Grand Erie to the provincial totals.

W. Rose asked if the definition is different for exceptionality in Grand Erie from the province. Are these defined differently in our board?

J. White explained for multiple exceptionalities the predominant need is defined as their primary one. L. Thompson noted in Grand Erie if a student is identified with, e.g., Autism but also demonstrates behaviour difficulties, they would be considered as having multiple exceptionalities which may account for the difference in our numbers compared to provincial data.

L. DeJong asked how prescriptive or definitive are the categories and if funding affects the definition, for example Autism?

L. Thompson explained that if the student has a primary diagnosis, but a secondary exceptionality moves them into the multiple category, they will still be counted in their primary area and it will not affect the funding.

P. Bagchee noted DSM distinguishes between Autism with a developmental disability and Autism without a developmental disability so that may be one explanation of multiple exceptionalities.

L. Thompson presented suspension data for students with special needs compared to all other students.

Charts were provided indicating 71.5% of students without special needs compared to 64.9% of students with special needs had received one suspension. Students with special needs receiving two suspensions were 16.5% compared to all other students with two suspensions at 19.8%. There were 5.5% of all other students with three suspensions compared to 8.8% of students with special needs. For three or more suspensions there were 3.3% of students with special needs compared to 8.8% of all other students.

W. Rose noted that while 8.8% for students with special education needs be a small number, in comparison to the percentage for all other students it brings cause for concern.



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L. Thompson explained this data is shared with our Safe and Inclusive Schools Team but may not have been shared in this format.

L. DeJong noted that many suspensions may result from the child is having behaviour difficulties and reminded members it takes time for strategies to become effective. She suggested this may be the cause of the data for multiple suspensions.

L. Thompson thanked her for this perspective and reminded members that school administrators must balance the needs of the student with special needs and the safety of students and staff within their school. A suspension is often a last resort strategy.

K. Jones asked how successful the use of suspension is as a tool for students.

L. Thompson advised principals will often not suspend students because they know the exceptionality is impacting their behaviour and will wait until it reaches a point in which they have no other choice. Principals mitigate duration of suspensions based on student needs. Success of this strategy is dependent on the individual student and relies on support from the family and an understanding of the purpose of the suspension.

For one day suspensions there were 51.7% of students with special needs compared to 56.1% of all other students. Two-day suspensions were served by 28.6% of students with special needs compared to 25.3% of all other students. Four, five and more than five-day suspensions remained constant for all other students at 2.2% but for students with special education needs, there were 2.2% at four days, 3.3% at five days and 5.5% at more than five days. When suspensions exceed five days, are referred to safe schools and considered long term. Suspensions that reach 20 days are considered pending expulsion.

L. Thompson mentioned it is interesting to note the duration of suspension mimics the pattern of the number of suspensions both for students with special education needs and for all other students.

L. DeJong expressed her concern that students with special needs are getting more suspensions and suspensions of longer duration.

L. Thompson mentioned P. Bagchee's input on the tools available to schools that support staff learning in the area of self-regulation and co-regulation.

P. Bagchee ~~identified~~ stated that there are other risk factors and stressors on marginalized groups that people need to be aware of when trying to understand the suspension data.

R. Collver appreciated the graphs and found the data on the extended suspensions very disturbing. She noted the Safe and Inclusive Schools Team is planning to look at the suspension data with respect to marginalized and special needs students.



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She would also like to know if the strategies mentioned by P. Bagchee have been effective in reducing the frequency and duration of suspensions. She would like the board to be very intentional about suspensions. She requested P. Bagchee's information on a Year over Year data to see how effective the strategies have been. L. Boswell would like to see the suspension slides data broken into elementary and secondary students.

P. Bagchee explained she is working toward a K-8 strategy plan. Five top reasons for suspensions were identified and primarily concern those actions / comments that negatively impact the moral tone of the school or the emotional / physical safety of students, staff or volunteers in the school.

Physical or verbal aggression saw 187 of all other students compared to 137 of student with special needs.

65 students with special needs received suspension for persistent opposition to authority compared to 82 for all other students.

The fourth reason for students with special needs was swearing at a teacher or another person in authority at 36 students.

The fourth reason for all other students was possession of alcohol, drug or drug paraphernalia, etc. at 35 students.

The fifth reason for students with special needs was any inappropriate behaviour motivated by bias, i.e., any protected human right at 30 students.

For all other students, the fifth reason was swearing at a teacher or another person in authority at 28 students.

(c) **Transitions to Post-Secondary, The World of Work and Community Living**

F. Lainson and L. Sheppard reviewed the current Grand Erie practices that support student transitions from secondary schools to post secondary education, the world of work or community living. Planning is coordinated between students, parents, school staff and community organizations. Learning Resource Teachers can access the Transitions Guide to monitor goals and next steps as students progress through transitions.

Supported transitions help increase the success for students with special education needs.

Current practices include pathway discussions at annual reviews of IPRC, review of IEPs, and building skills to be self-advocates, supporting post-secondary applications and collaborating with community agencies to facilitate post-secondary supports. As well responsive training, support and access to resources is provided to educator teams.



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The current community connections were demonstrated and an explanation of the Resource Guide for Students with Disabilities – transition to Post-Secondary Education. Students have autonomy as to disclosure of disabilities when applying to post-secondary organization but must comply with the processes of each organization when doing so. Links to the guides are included.

<https://www.transitionresourceguide.ca/>
<https://www.transitionresourceguide.ca/learn-about-accessibility>

In Grand Erie we are working to ensure a focus on employment skills and increasing independence; opportunities are available for students beyond school; student voice is related to pathways, assisting parents to connect with community agencies (starting at age 14); gathering data about graduates' pathways; Learning Resource Teacher Collaboration and Training; involving students in Project SEARCH; utilizing Learning Commons, Greenhouses, Breakfast programs within schools to learn and practice soft skills; experiential learning opportunities and using My Blueprint Portfolio. Also, Alternative Program Guide to incorporate including skills for employment.

The Board has also hired an Itinerant Teacher for Alternative Programming for Intellectual Disability whose focus is supporting the teachers in self-contained classrooms and works with community agencies to help facilitate the planning process.

Members were asked to provide input on the transition process directly or they may scan the QR code to access an anonymous survey.

- 1) Based on our existing transition processes, can you identify any gaps where we can continue to make improvements to that will support students, families and staff?
- 2) From the K-12 Education Standards how can we create opportunities, resources and accessible programs and make them available in purposeful and meaningful ways for students and families.

L. DeJong feels more conversation needs to occur between school and family to ensure family knows the student's capabilities.

L. Boswell asked how much of the future planning gets into the IEP.

L. Sheppard informed members some schools manage it differently, but many enter the information in short-, medium- and long-term goals.

R. Collver is frequently asked when parents should start talking to their child about pathways. She believes most students have already started on a pathway at age 14.



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F. Lainson noted the DSO application is submitted at age 14 and it is important to keep the pathways open.

R. Collver asked if we should talk to parent before that age, e.g., G6 or G7?

F. Lainson noted it is up to individual schools they but will take back to resource teams and bring back some guidance.

L. Boswell shared Contact Brant also reports to the Ministry at age 14.

E - 1 Other Business

(a) Standard 19 – Submission and Availability of the Plan

P. Curran explained the board is required to submit its Special Education Plan annually to the Ministry and to make it public following approval. The final copy is always posted to our website and two copies are mailed to the London District office of the Ministry of Education and include a letter signed by the Director confirming the special education plan is in compliance with Regulation 306. A copy of the board's approval of the plan is included and any related motions or recommendations from SEAC.

F - 1 Standing Items

(a) Policies/Procedures Out for Comment

Comments on currently reviewed policies or procedures may be submitted to policiesandprocedures@granderie.ca according to the timeline listed.

(b) Trustee Updates

i. R. Collver

- Informed committee T. Waldschmidt was absent tonight due to bereavement of family member. Our thoughts and prayers go out to him and his family.
- Welcomed everyone back to in person learning. Thanked everyone for their work.
- Thanked everyone for their patience while we implement the new guidelines for everyone to navigate and thanked those behind the scenes for getting the supplies and guidelines in place. Noted the inclement weather gave everyone a little extra time to prepare.
- Rapid Antigen Tests (RAT) kits and N95 masks have been delivered to elementary schools and hoping secondary schools will receive theirs next week.
- 743 HEPA filters were installed in the fall and Grand Erie was provided with a substantial amount of funding to refit ventilation. Last year, we received \$5.1 M and this year Grand Erie was given \$6.5M.
- Information on HVAC upgrades and filter replacement can be found at: <https://granderie.ca/board/familysupports/covid-19-and-grand-erie-schools>
- This page also provides some very good resources, especially the one by the Brant County Health Unit.
- Kindergarten registration is happening, and schools are busy welcoming our new Grand Erie students.



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- The Board is seeking members for an Equity Advisory Group. Any community member with experience in Human Rights, Equity, Deserving Organizations aligned to network, parents, community leaders or anyone who represents diverse groups. The purpose of this committee is to inform the board on matters of equity, diversity and inclusiveness. Applications are due February 14, 2022. <https://granderie.ca/board/programsandlearning/safe-schools/eag>

G - 1 Information Items

(a) Ministry of Education – Remote Learning Supports for Students with Special Education Needs

There was a very large document provided for teachers and these documents were provided for families. Many of the recommendations were geared toward students who had a voice that could be heard and successfully participate with the appropriate accommodations.

H - 1 Community Updates

(a) Nil

I - 1 Correspondence

- (a) Ltr Dec 3 2020 WRDSB re Bill 172
- (b) Dec 6, 2021 Association of Chief Speech-Language Pathologists (ACSLP) of Ontario School Boards 2021 Position Statement
 - L. DeJong noted there was a joint review in October of PP81 but there are no guidelines or other details yet. There was minimal revision in 1984 but no information from a high level at this time.
- (c) Ltr Dec 16 2021 HDSB re ADHD as Exceptionality
 - W. Rose encouraged everyone to read and think about this issue. The letter is requesting Attention Deficit Hyperactivity Disorder (ADHD) be considered an exceptionality.
- (d) Ltr Dec 20 2021 DSNB re School Nursing Shortage
 - This is in response to Grand Erie's letter from October.
- (e) PAAC on SEAC Budget Documents
 - Please review when time permits.
- (f) LDAO Course
 - Please note the cost for members and for professionals.
- (g) Email from Party On
 - Please contact Chair Rose if you are interested in more information.
- (h) Ltr – Dec 3 2020 WRDSB re FASD
 - We have responded previously.

J - 1 Future Agenda Items and SEAC Committee Planning

- (a) Memo re New Program for Students on Autism Spectrum (slated for Feb 17th Meeting)
- (b) Budget Financial Update – 2021-22 (slated for Feb 17th Meeting)
- (c) 2022-23 Budget Process (slated for Feb 17th Meeting)



Special Education Advisory Committee

Thursday, January 20, 2022

6:00 PM

MS Teams

MINUTES

K - 1 **Next Meeting**

Thursday, February 17, 2022 | 6:00 PM | MS Teams

L - 1 **Adjournment**

W. Rose called for adjournment.

Moved by: L. Boswell

Seconded by: M. Gatopoulos

THAT the SEAC 21-05 meeting held January 20, 2022 be adjourned at 8:40 PM.

Carried

Grand Erie District School Board		
List of Acronyms		Department/Program
AAB	Academic Achievement Battery	Special Education
ABA	Applied Behaviour Analysis	Special Education
ABC	Association for Bright Children	Special Education
AC	Attendance Counsellors	Student Support Services
ADD	Attention Deficient Disorder	Special Education
ADE	Average Daily Enrolment	Business Services
ADHD	Attention Deficient Hyperactive Disorder	Special Education
ADP	Auditory Processing Disorder	Special Education
AER	Assessment Evaluation and Reporting	Special Education
AIP	Assessment For Improvement	
ALL	Analysis of Language Learning	Special Education
AODA	Accessibility for Ontarians with Disabilities Act	Special Education
AOYAP	Accelerated Ontario Youth Apprenticeship Program	Student Success
APA	Additional Professional Assignment	
ARC	Accommodation Review Committee	Business Services
ASD	Autism Spectrum Disorders	Special Education
BASP	Before and After School Programs	Elementary Program
BC	Behaviour Counsellors	Student Support Services
BCBA	Board Certified Behaviour Analyst	Special Education
BCP	Business Continuity Plan	Business Services
BIP	Board Improvement Plan	Student Success
BMS	Behaviour Management Systems	Student Support Services
BYOD	Bring Your Own Device	Information Technology
CAPD	Central Auditory Processing Disorder	Student Support Services
CAS	Children's Aid Society (see also FACS)	FOS SO
CASI	Comprehension Attitude Strategies Interests	Student Support Services
CCAC	see LHIN	Special Education
CDA	Communicative Disorders Assistant	Student Support Services
CEC	Council for Exceptional Children	Special Education
CILM	Collaborative Inquiry Learning Model	Student Success
CLA	Contextualized Learning Assignment	Student Success
COI	Certificate of Insurance	Business Services
CPRI	Child Parent Resource Institute	Student Support Services
CSAP	Cumulative Student Assessment Portfolio	Student Success
CUS	Community Use of Schools	Community Use of Schools
CYW	Child and Youth Worker	Student Support Services
D/HH	Deaf and Hard of Hearing	Special Education
DD	Developmental Disabilities	Special Education
DE	Developmental Education	Special Education

Grand Erie District School Board		
List of Acronyms		Department/Program
DI	Differentiated Instruction	Student Support Services
DOB	Date of Birth	Schools
DPA	Daily Physical Activity	Schools
DRA	Diagnostic Reading Assessment	Elementary Program
DSM	Diagnostic and Statistical Manual of Mental Disorders	Special Education
E&E	Effectiveness and Efficiency Review	Business Services
EA	Education Assistants	Student Support Services
EDI	Early Development Instrument	Elementary Program
EFIS	Education Finance Information System	Business Services
ELD	English Literacy Development	Student Success
ELK	Early Learning Kindergarten	Elementary Program
ELL	English Language Learners	Student Support Services
ELP	Early Learning Program	Elementary Program
EPO	Education Programs Other (Grants)	Business Services
EQAO	Education Quality and Accountability Office	Student Success
ESA	Educational Services Agreement	Business Services
ESL	English as a Second Language	Student Support Services
ETFO	Elementary Teachers' Federation of Ontario	Human Resources
FACS	Family and Children's Society (see also CAS)	Student Support Services
FASD	Fetal Alcohol Spectrum Disorder	Special Education
FDK	Full Day Kindergarten	Elementary Program
FDL	Full Day Learning	Elementary Program
FNMI	First Nation, Metis, Inuit	Indigenous Education
FOG	aka Nominal, Head Count (actual number of students, not ADE)	Business Services
FOS	Family of Schools	Schools
FRG	Facilities Renewal Grant	Business Services
FSL	French as a Second Language	Elementary/Secondary Programs
FTE	Full Time Equivalent	Business Services
GEAP	Grand Erie's Achievement Plan	Student Success
GEESA	Grand Erie Elementary Sports Association	Schools
GEPIC	Grand Erie Parent Involvement Committee	Parent Engagement
GLD	General Learning Disability	Special Education
GPL	Good Places to Learn funding	Business Services
GrEAT	Grand Erie Elementary Administrators Team	Human Resources
GSN	Grants for Student Needs	Business Services
HI	Hearing Impairment	Special Education
HVAC	Heating Ventilation Air Conditioning	Facilities
IBI	Intensive Behaviour Intervention	Special Education
IEP	Individual Education Plan	Special Education

Grand Erie District School Board		
List of Acronyms		Department/Program
IIR Data	Individual Item Report Data	
IPRC	Identification Placement and Review Committee	Student Support Services
ISA	Intensive Support Amount	Special Education
ISC	Intensive Support Class	Special Education
ISRT	In School Resource Team	Special Education
JOHSC	Joint Occupational Health and Safety Committee	Health and Safety
JUFA	Joint Use of Facilities Agreement	Business Services
KLLIC	Kindergarten Literacy Language in the Classroom	Elementary Program
LAN	Local Area Network	Information Technology
LANSA	Leadership Alliance Network for Student Assessment	Student Success
LD	Learning Disability	Special Education
LDCC	Locally Developed Compulsory Credit	Student Success
LEED	Leadership in Energy and Environmental Design	Facilities Services
LHIN	Local Health Integrated Network (previously CCAC)	Student Support Services
LITE	Learner Intervention Tracking for Excellence	Special Education
LLI	Levelled Literacy Intervention	Elementary Program
LNS	Literacy Numeracy Secretariat	Student Success
LRT	Learning Resource Teacher	Student Support Services
LSA	Leading Student Achievement	Student Success
LTSP	Long Term Suspension Program	Student Support Services
MACSE	Minister's Advisory Council on Special Education	Special Education
MAP	Math Alignment Project	Student Success
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act	Privacy & Information
MHAN	Mental Health and Addictions Nurses	Student Support Services
MID	Mild Intellectual Disability	Special Education
MOE	Ministry of Education	Board
NAC	Native Advisory Committee	Indigenous Education
NETS-S	National Educational Technology Standards	Information Technology
NS/NL	Native Studies/Native Languages	Indigenous Education
NTIP	New Teacher Induction Program	Human Resources
OAP	Ontario Autism Program	Special Education
OCA	Ontario Comprehension Assessment	Student Support Services
OCD	Obsessive Compulsive Disorder	Special Education
OCT	Ontario College of Teachers	Human Resources
OCUP	Ontario Curriculum Unit Planner	
ODA	Ontarians With Disabilities Act	Student Support Services
ODD	Oppositional Defiant Disorder	Special Education
OELC	Ontario E-Learning Consortium	Information Technology
OEN	Ontario Education Number	Schools

Grand Erie District School Board		
List of Acronyms		Department/Program
OERB	Ontario Education Resource Bank	Schools
OESC	Ontario Education Services Corporation	Student Support Services
OEYC	Ontario Early Years Centres	Elementary Program
OFIP	Ontario Focused Intervention Partnership	Elementary Program
OISE	Ontario Institute for Studies in Education	Student Success
OnSIS	Ontario School Information System	Business Services
OPSBA	Ontario Public School Boards Association	Business Services
OSAPAC	Ontario Software Acquisition Program Advisory Committee	Information Technology
OSR	Ontario Student Record	School
OSSD	Ontario Secondary School Diploma	Student Success
OSSLT	Ontario Secondary School Literacy Test	Student Success
OSSTF	Ontario Secondary School Teachers' Federation	Human Resources
OSTA	Ontario Student Trustees' Association	Executive Services
OT	Occupational Therapist	Student Support Services
OYAP	Ontario Youth Apprenticeship Program	Student Success
PASS	Principals Assessment of Schools Survey	Business Services
PDD	Pervasive Developmental Disorders (see also ASD)	Special Education
PDT	Program Development Team	Elementary Program
PDT	Provincial Discussion Table	Special Education
PIM	Privacy and Information Management	Executive Services
PIPA	Preschool and Primary Inventory of Phonological Awareness Skills	Elementary Program
PLC	Professional Learning Community	Human Resources
PLT	Principal Learn Team	Human Resources
PNC	Professional Network Centre	Human Resources
PSAB	Public Sector Accountability Board	Business Services
PSSP	Professional Student Services Personnel	Special Education
PSYCH	Psychological Consultants	Student Support Services
PT	Physio Therapist	Student Support Services
PTR	Prohibitive to Repair funding	Business Services
PTR	Pupil Teacher Ratio	Business Services
QA	Quality Accommodations	Business Services
RHPA	Registered Health Professionals Act	Human Resources
RMA	Risk Management Advisory	Business Services
RMS	Renewed Math Strategy	Elementary Program
ROKS	Reaching Out to Kids in Schools	Student Support Services
SAD	Student Achievement Division	Student Success
SAL	Supervised Alternative Learning	Student Success
SALT	System Administrative Leadership Training (formerly School ALT)	
SAO	Student Achievement Officer	Student Success

Grand Erie District School Board		
List of Acronyms		Department/Program
SAP	Student Action Plan	Student Success
SAPP	Sexual Abuse Prevention Program	
SC	Special Class	Special Education
SDW	Student Data Warehouse	Student Success
SEA	Special Equipment Amount	Special Education
SEAC	Special Education Advisory Committee	Special Education
SEF	School Effectiveness Framework	Student Success
SEPPA	Special Education Per Pupil Amount	Special Education
SHSM	Specialist High Skills Major	Student Success
SIM	Schools in the Middle	Student Success
SIP	School Improvement Plan	Student Success
SIP	Special Incidence Portion	Special Education
SIT	School Improvement Team	Student Success
SLP	Speech / Language Pathologist	Student Support Services
SRPR	Surveyors' Real Property Report	Business Services
SS	Student Success	Student Success
SSI	Student Support Initiative	Student Success
SST	Student Success Teacher	Student Success
STEP	Student Transition Experience Program	Student Support Services
STRIVE	Socialization, Transition, Reflection, Innovation, Vocation and Education	
SW	Social Workers	Student Support Services
SWAC	School Within a College	Student Success
SWS	Student Work Study	Student Success
TAC	Tangible Capital Assets	Business Services
TC	Teacher Consultants	Special Education
TCPS	Total Capital Planning Solutions	Business Services
TIPS	Targeted Implementation and Planning Supports	
TLCP	Teaching and Learning Critical Pathway	Human Resources
TLX	Teaching Learning Examples	
TPA	Teacher Performance Appraisal	Human Resources
ULC	Underwriters Laboratory of Canada	Health and Safety
VMI	Visual-Motor Integration	Special Education
VoIP	Voice over Internet Protocol	Information Technology
WAN	Wide Area Network	Information Technology
WHMIS	Workplace Hazardous Materials Information System	Health and Safety



LDAO SEAC CIRCULAR

February 2022

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, usually in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

Topics covered by this SEAC Circular:

1. Ministry consultation on PPM 81 *Provision of health support services in school settings*
2. Online learning graduation requirements
3. Access to IEPs
4. MACSE

List of Supplementary Materials:

1. PPM 81 Draft for Consultation
2. Discussion questions for review of draft revised PPM 81
3. Feb. 1, 2022 Memo on Online Learning Graduation Requirement
4. PAAC on SEAC MACSE submission

Note: You can access the SEAC Circular and supplementary materials at www.ldao.ca/about/public-policy-advocacy/seac-circulars/.

You can access Ministry funding (B & SB) memos by date at: <https://efis.fma.csc.gov.on.ca/faab/Memos.htm>

1. Ministry consultation on PPM 81 *Provision of health support services in school settings*

As part of a review of Policy/Program Memorandum 81 (PPM 81), *Provision of health support services in school settings*, a draft revised PPM 81 was released for feedback. LDAO and PAAC on SEAC will be submitting input, and SEACs may also wish to give feedback to their school boards to share with the Ministry. There is a short timeline, but for your information the draft revised PPM 81 is attached, along with a set of consultation questions.

2. Online learning graduation requirements

The ministry has now issued [Policy/Program Memorandum \(PPM\) 167](#) regarding the new online learning graduation requirement, effective February 1, 2022. Starting with the cohort of students who entered Grade 9 in 2020-2021, students must earn two online learning credits to obtain their Ontario Secondary School Diploma (OSSD). In recognition of extraordinary measures during the COVID-19 pandemic, up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the new graduation requirement.

Concerns had previously been expressed about the suitability of this requirement for some students with special education needs. The new PPM 167 does not address this directly, but there is an option for parents and guardians to opt out of the mandatory online learning credits for their child. This choice is also available to students who are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control). In addition, “where necessary, school staff may contact a parent/guardian to discuss the student’s individual needs and the appropriateness of online learning for the student.”

Also of note, in publicly funded secondary schools, educators are responsible for implementing any accommodations and/or modifications identified in the student’s Individual Education Plan. And if the student has an IEP, “the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent”.

SEACs should ask how this policy will be implemented for students with special education needs, and how parents will be advised about their option to opt out of the online learning graduation requirement.

3. Access to IEPs

Some concerns have been raised through PAAC on SEAC about increasing measures to limit or discourage access of parents to IEPs for their children. LDAO SEAC members are asked to get back to me if they are seeing such trends in their school board.

4. MACSE

Attached is the submission from PAAC on SEAC to the February meetings of the Minister’s Advisory Committee on Special Education (MACSE).

Questions? Email Diane Wagner at dianew@LDAO.ca

**RECEIVED**

By Paula Curran at 2:13 pm, Sat Jan 22, 2022

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5126 Fax (807) 623-7848

January 17, 2022

Via email: stephen.lecce@pc.ola.org; minister.edu@ontario.ca

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, Ontario, M7A 1L2

Honourable Stephen Lecce,

We are aware that there is a shortage of personal support workers (PSWs) in the Province of Ontario. During the COVID-19 pandemic, employees, who would normally fill the position of Student Support Professionals (SSPs), also known as Educational Assistants (EAs), in Boards, were eligible for higher pay elsewhere. Pandemic pay recognized PSWs as front line workers and made working for other organizations, that were already able to offer more pay, even more attractive. This leaves Boards of Education with daily and long-term shortages.

SSPs and EAs are doing the same work in schools as PSWs are doing in the community; toileting, hygiene, mobility support and feeding to name a few. They are often working with students who are unmasked. The glaring difference is that they are not receiving the same rate of pay, which makes staying in the field of education difficult.

Daily and long term SSP and EA shortages, unfortunately, mean that students with special education needs are unable to be supported to attend school, and their families must find solutions to last minute cancellations. Boards are forced to be as creative as possible to keep this from happening, but it is often impossible to avoid.

We understand that compensation for education workers is a central bargaining item and is out of the control of the local Boards. Without the support of the government to raise the rate of pay, Boards are left with few or no options to encourage staff to continue to work, nor to attract new employees.

We ask that the government consider this to be a pressing issue moving into this next round of discussions centrally. We need to provide high quality care and support for students with special education needs in our schools.

Sincerely,

Suzanne Posthumus
Chair, Special Education Advisory Committee
Lakehead District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

Your Children Our Students The Future
www.lakeheadschoools.ca

RECEIVED

By Paula Curran at 10:10 am, Feb 01, 2022



Algoma District School Board

644 Albert St. East
 Sault Ste. Marie
 ON P6A 2K7
 Telephone: (705) 945-7111
 FAX: (705) 942-2540
www.adsb.on.ca

CHAIR
 Jennifer Sarlo

DIRECTOR OF EDUCATION
 Lucia Reece

January 11, 2021

The Honourable Stephen Lecce
 Ministry of Education
 5th Floor 438 University Ave. Toronto, ON
 M5G 2K8

Dear Minister Lecce:

The Special Education Advisory Committee (SEAC) for the Algoma District School Board has received letters from a number of Special Education Advisory Committees regarding their support of Bill 172, the Education Statute Law Amendment Act for Fetal Alcohol Spectrum Disorder (FASD).

A FASD diagnosis impacts children's ability to thrive in school due to the combination of deficits associated with the diagnosis and their limited capacity to understand expectations and demands. For this reason, staff need to be taught about the early signs and symptoms of FASD and how to provide appropriate accommodation in the classroom and school boards need to develop policies and guidelines with respect to FASD for the academic environment.

This proposed legislation would require district school boards throughout Ontario to develop policies and guidelines with respect to FASD and require Ontario College of Teachers programs to provide training with respect to FASD.

The members of the Algoma District School Board's Special Education Advisory Committee (SEAC) ask that you acknowledge our support for Bill 172 as it will help our students and educators experience success in their classrooms and improve their overall well-being.

We appreciate your time and consideration.

Sincerely,

Pat Mick, Chair
 ADSB SEAC



RECEIVED
JAN 26 2022

January 13, 2022

**Renfrew County
Catholic District
School Board**

499 Pembroke St. West
Pembroke, Ontario
K8A 5P1
1-800-267-0191
(613) 735-1031
FAX: (613) 735-2649
www.rccdsb.edu.on.ca

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

Honorable Stephen Lecce,

We, the Renfrew County Catholic District School Board (RCCDSB) Special Education Advisory Committee (SEAC), are writing to share our common concerns expressed by the Algoma District School Board (ADSB), Durham District School Board (DDSB), and Waterloo Region District School Board (WRDSB) SEACs in regard to Online Learning Supports and Universal Design for Learning in provincial online learning resources and the platforms used to access these resources.

We are deeply concerned about our students who do not have convenient access to wireless connections, as all areas in Renfrew County do not have the same access and resources. As such, it is our request that you commit to ensuring that all online and/or learning courses must be consistently maintained with enabled links and resources that meet accessibility standards (such as closed captioning, etc.).

While schools are opening back up to in-school to an uncertain future, and virtual needs may diminish school populations, we acknowledge that on-line learning may become the best choice for some students, and that their learning experience is as worthy of proper resources that adhere to the universal design for learning as their in-school peers. The pandemic has shown gaps in our provinces online learning resources and an opportunity to invest in our students' educational access.

We appreciate your time and consideration of this request for action.

Sincerely, *Pat O'Grady*

Pat O'Grady
Chair, Special Education Advisory Committee
Renfrew County Catholic District School Board

Cc: Chairs of all Ontario Special Education Advisory Committees

*...as an inclusive Catholic
educational community, we
are called to express our
mission as church, to pass
on the Good News of Jesus
Christ, to make it relevant in
the world today, and to be
the hope for the future.*



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6

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

February 3, 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). Our SEAC includes eight parent associations, who represent thousands of families in Durham Region.

In the spring of 2018, the previous government announced an increase to the Special Incidence Portion (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 that increase would be clawed back to \$28,518.00, bringing the net increase to \$1,518.00 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 that 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 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%. This currently school year alone, the DDSB allocated \$6,699,588 more than was given in Special Education Grants to Special Education services. Some of the money the DDSB uses to fund this gap is the Local Priorities Funding, which is not funding that is guaranteed to be received annually from the Province.

Our SEAC has previously expressed our concerns that the amount the Ministry of Education provides for the Special Incidence Portion (SIP) is inadequate. The claw back of the SIP increase announced on August 24, 2018, along with the reallocation to the Special Education Per Pupil Amount resulted in a net decrease in funding, further increasing the DDSB's Special Education deficit. As the Auditor General highlighted in 2017, the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review." Our SEAC is extremely concerned by the direction funding for special education is taking, leaving our most vulnerable children further at risk.



@DurhamDistrictSchoolBoard



@DDSBschools

ddsb.ca



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6

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

Inadequate funding of Special Education at the DDSB puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when the DDSB takes 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,

A handwritten signature in black ink that reads "Eva Kyriakides".

Eva Kyriakides

SEAC Chair

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees
 Hon. Rod Phillips, MPP
 Hon. Marit Stiles, MPP
 Hon. Kathleen Wynne, MPP



@DurhamDistrictSchoolBoard



@DDSBschools

ddsb.ca