



Special Education Advisory Committee

Thursday September 8, 2022

MS Teams Virtual Meeting

AGENDA

Land Acknowledgement

The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Metis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.

AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
A-1 Opening 6:00-6:05				
(a) Welcome/ Land Acknowledgement Statement			√	W. Rose
(b) Roll Call			√	W. Rose
(c) Agenda Additions/ Deletions/ Approvals		√	√	W. Rose
LEARN				
B-1 Timed Items 6:05 – 6:45				
(a) Transition to School Process by Lansdowne Children’s Centre*	√			N. Kramer/S. Gairns
(b)				

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Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings – 6:45-6:50				
(a) Ratification of Minutes June 16, 2022*			√	W. Rose
(b) SEAC Recruitment Process -Tip Sheet - Effective Practices for Recruitment of Local Association Members for SEAC* - Sample Advertisement from 2014*	√	√	√	W. Rose/J. Valstar
(c)				
(d)				
(e)				
LEARN				
D-1 New Business – 6:50-7:50				
(a) SEAC Terms of Reference Review*	√	√		L. Thompson/W. Rose
(b) SEAC Representative to GEPIC	√	√	√	W. Rose
(c) Special Education Plan – Consultation Process 2022-23	√	√		F. Lainson
(d)				
(e)				

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Item	Info.	Dia.	Res.	
LEAD				
E-1 Other Business - 7:50-8:15				
(a) Grand Erie Virtual Meeting Guidelines*	√	√		J. Hooper
(b) PAAC on SEAC - SEAC Resource Guide on Special Education Funding*	√	√		W. Rose
(c) LDAO Conference 2022	√			P. Bagchee
(d) Summer Program Highlights	√	√		L. Sheppard/F. Lainson

Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items – 7:30-7:40				
<ul style="list-style-type: none"> Policy/Procedures Out for Comment* Please send all comments and feedback regarding the following policies to <p style="text-align: center;">policiesandprocedures@granderie.ca</p> Comments due by September 13, 2022 <ul style="list-style-type: none"> Acceptable Use of Information Technology (SO-27) Acceptable Use of Information Technology (SO-XXX) 	√			W. Rose

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(a) Trustee Updates	√			R. Collver/T. Waldschmidt
(b)				
(c)				
(d)				
Item	Info.	Dia.	Res.	Responsibility
LEARN LEAD INSPIRE				
G-1 Information Items				
(a) Resignation of Carol Brady*	√			
LEARN LEAD INSPIRE				
H-1 Community Updates				
(a)				
(b)				
LEARN LEAD INSPIRE				
I-1 Correspondence – 7:40-7:50				
(a) LDAO SEAC Circular – June*	√	√		W. Rose
(b) LTR – Waterloo Region DSB*				
(c) LTR – Upper Canada DSB*				
(d)				

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September 8, 2022



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Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
J-1 Future Agenda Items and SEAC Committee Planning – 7:50-8:00				
(a)				
(b)				
(c)				
K-1 Next Meeting				
Thursday, October 6, 2022 MS Teams	√	√	√	W. Rose
L-1 Adjournment				
Meeting adjourned at p.m.			√	W. Rose

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).

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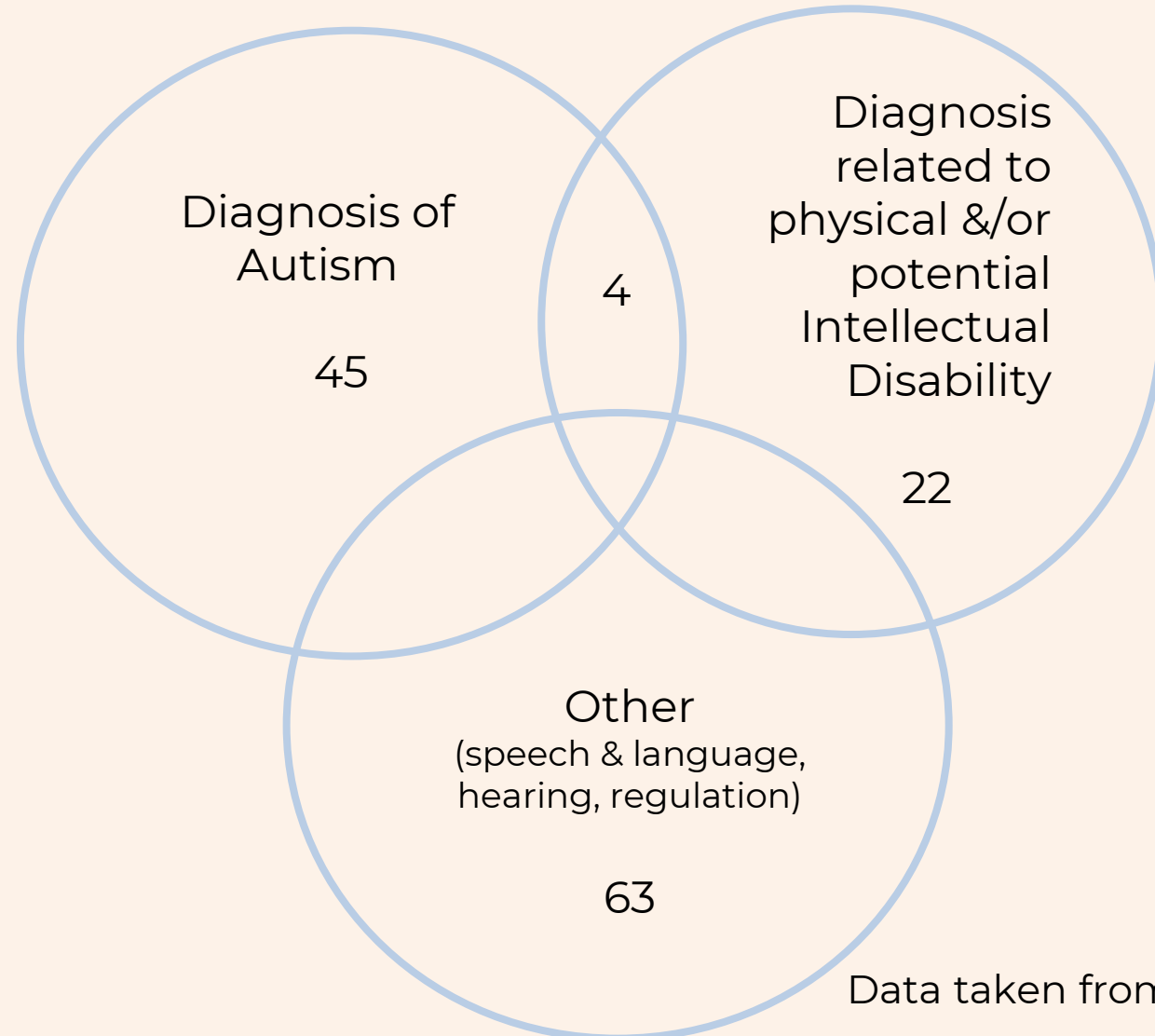
September 8, 2022

2022 Kindergarten Transitions Supported by Lansdowne & REACH



This year, we have **129** students coming to Grand Erie supported by our community partners, Lansdowne Children's Centre and REACH.

Previous years we typically have in the 80's.



Data taken from All About Me documents.

Special Education Plan Consultation Process



We provide the opportunity for the public to offer input to our Special Education plan through a Microsoft Forms, accessible on the Grand Erie website when the plan is accessed.

We offer input through these questions:

- *What information were you looking for when you looked up the Grand Erie District School Board Special Education Plan?*
- *Were you able to locate the information that you were seeking?*
- *Were your questions answered?*
- *How might we make it easier for you to locate information related to Special Education in Grand Erie?*
- *Would you like someone to reach out to you to address your specific situation?*
- *If we can help, please share your name and contact number and we will contact you directly*

To date, 7 people have accessed the Form and 5 have provided some response. Only one requested contact with more information.

Only one has come in since the updated Special Education Plan was posted.

Special Education Plan Consultation Process



- *What information were you looking for when you looked up the Grand Erie District School Board Special Education Plan?*
 - Gifted identification and programs
 - Autism self-contained classes
 - Available high school programs
 - Dealing with challenging behaviours.
- *Were you able to locate the information that you were seeking?*
No
- *Were your questions answered?*
No/Unsure
- *How might we make it easier for you to locate information related to Special Education in Grand Erie?*
Itemize relevant components in plan and on website.
- *Would you like someone to reach out to you to address your specific situation?.*
One
- *If we can help, please share your name and contact number and we will contact you directly*

Special Education Plan Consultation Process



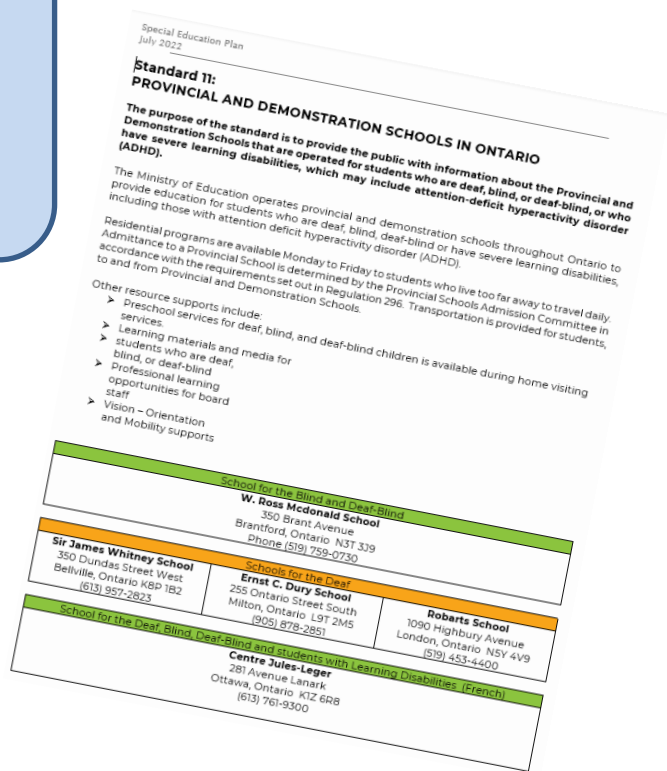
This year, we plan to use the input provided through our Special Education Plan Consultation with SEAC and the community to:

Increase Accessibility

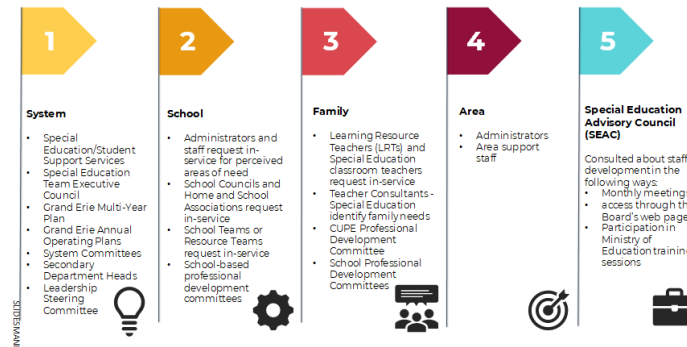
- More graphics
- Less acronyms
- Create links

Increase Awareness

- Staff
- Community



Methods of Determining Priorities of Professional Development



School for the Blind and Deaf-Blind W. Ross McDonald School 350 Brant Avenue Brantford, Ontario N3T 3J9 phone (519) 759-0730	
Sir James Whitney School 350 Dundas Street West Belleville, Ontario K8B 1B2 (613) 957-2823	Schools for the Deaf Ernst C. Dury School 255 Ontario Street South Milton, Ontario L9T 2M5 (905) 878-2851
School for the Deaf, Blind, Deaf-Blind and students with Learning Disabilities (French) Centre Jules-Leger 281 Avenue Lanark Ottawa, Ontario K1Z 6R8 (613) 761-9300	



Special Education Advisory Committee

Thursday June 16th, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

Chair:	W. Rose, Community Representative
Community Reps:	C. Brady K. Jones L. Nydam, Native Representative
Trustees:	R. Collver T. Waldschmidt
Grand Erie Staff:	P. Bagchee, Manager, Mental Health and Well-Being L. Sheppard, Applied Behaviour Analysis Coordinator L. Thompson, Superintendent of Education J. White, Principal Leader – Special Education
Organizations/ Agencies:	L. Boswell, Community Navigator, Contact Brant A. Csoff, Haldimand-Norfolk REACH L. DeJong, Lansdowne Children's Centre A. Detmar, Woodview Mental Health and Autism Services
Absent with Regrets:	J. Angus, Contact Brant (Alternate) T. Buchanan, Supervisor of Employment Supports, Community Living Brant M. Gatopoulos, Community Representative Dr. L. Scott, Fetal Alcohol Spectrum Disorder J. Trovato, Community Representative T. Wilson, Community Representative
Absent: Guests:	F. Lainson, Program Co-ordinator – Special Education J. Hooper, Principal Tollgate Technological Skills Centre A. Smith, Superintendent of Education
Recording Secretary:	J. Valstar, Executive Assistant to the Superintendent of Education

A - 1 **Opening**

(a) **Welcome / Land Acknowledgment**

Chair Rose called the June 16, 2022 Special Education Advisory Committee (SEAC) meeting to order at 6:04 p.m. and gave the Land Acknowledgement. J. Valstar, Executive Assistant to the Superintendent of Education, advised committee members the meeting will be recorded for the purpose of creating a YouTube link.

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

Add: D-1 (c) Letter of Thanks to J. Trovato

Moved by: C. Brady

Seconded by: L. Boswell

THAT the SEAC 21-10 Agenda for Thursday June 16, 2022 be approved as amended

B - 1 **Timed Items**

(a) **Grand Erie's Annual Learning and Operating Plan for 2021-22 Mid-Term Update**

L. Thompson, Superintendent of Education, presented an update on Grand Erie's Annual Learning Plan. L. Thompson, Superintendent of Education, addressed questions from committee members.



Special Education Advisory Committee

Thursday June 16th, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

- (b) **Summary of the OHRC's Right to Read**
L. Thompson, Superintendent of Education, presented a summary of the Ontario Human Rights Commission (OHRC) Right to Read recommendations for Public Education Stakeholders. A. Smith, Superintendent of Education, addressed questions from committee members.
- (c) **Grand Erie's Draft Literacy Plan**
A. Smith, Superintendent of Education, and L. Thompson, Superintendent of Education, presented information on Grand Erie's Draft Literacy Plan. A. Smith, Superintendent of Education, addressed questions from committee members.
- C - 1 **Business Arising from Minutes and/or Previous Meetings**
- (a) **Ratification of Minutes May 19, 2022**
Presented as printed.
- Moved by: A. Detmar
Seconded by: L. DeJong
THAT the Minutes of the Special Education Advisory Committee Meeting, held May 19, 2022 be approved as amended.
Carried
- (b) **Project Search – Update**
J. White, Principal Leader - Special Education, presented information to update committee members on Project SEARCH, and addressed questions from committee members.
- D - 1 **New Business**
- (a) **SEAC Meeting Dates and Locations 2022-23**
Chair Rose presented the proposed meeting dates and times for the 2022/23 SEAC meetings and recommended that meetings remain virtual for the coming year. There were no objections from committee members.
- Moved by: K. Jones
Seconded by: A. Detmar
THAT the 2022/23 SEAC meetings be held on the first Thursday of each month.
Carried
- (b) **May 2022 Mental Health Leadership Committee Update**
P. Bagchee, Manager of Mental Health and Well-Being, provided an update on the Mental Health Leadership Committee.
- (c) **Resignation of committee member**
Chair Rose announced the resignation of J. Trovato, Community Representative, effective immediately. A letter of thanks has been drafted and will be sent on behalf of SEAC.



Special Education Advisory Committee

Thursday June 16th, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

(d) **SEAC Vacancies**

Chair Rose advised the committee members that SEAC vacancies are up for election in November 2022. More information will be presented at the September SEAC meeting.

E - 1 **Other Business**

(a) **PL Mental Health Education & Specialized Services**

P. Bagchee, Manager Mental Health and Well-Being, welcomed J. Hooper, Principal TTSC, as the new Principal Leader for Mental Health Education & Specialized Services.

(b) **Introduction of Jessie Hooper**

J. Hooper, Principal (TTSC), introduced herself to the committee.

(c) **Regional Special Education Council (RSEC) Update**

J. White, Principal Leader – Special Education, provided an update on RSEC for committee members.

(d) **Special Education Regional Coordinators and Consultants (SERCC) Update**

L. Sheppard, Applied Behaviour Analysis Coordinator, provided an update on SERCC, and addressed questions from committee members.

F - 1 **Standing Items**

(a) **Policy/Procedures Out for Comment**

Chair Rose encouraged board members to review the proposed changes to the Policies and Procedures out for comment, and to provide feedback.

(b) **Trustee Updates**

J. White, Principal Leader – Special Education, read Trustee Collver's Trustee Update in her absence.

G - 1 **Information Items**

Nil

H - 1 **Community Updates**

Nil

I - 1 **Correspondence**

(a) **Letter from Kawartha Pine Ridge DSB**

(b) **Letter from Conseil Ecole Catholiques**

Letters presented as printed

J - 1 **Future Agenda Items and SEAC Committee Planning**

Nil

K - 1 **Next Meeting**

Thursday September 8, 2022 at 6:00 p.m., MS Teams Virtual Meeting



Special Education Advisory Committee

Thursday June 16th, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

L - 1 **Adjournment**

Moved by: K. Jones

Seconded by: A. Detmar

THAT the meeting be adjourned at 7:49 p.m.

Carried

Draft



Members: • Association for Bright Children • Centre for ADHD Awareness Canada • Community Living Ontario • Down Syndrome Association of Ontario • Easter Seals Ontario • Epilepsy Ontario • Fetal Alcohol Spectrum Disorder Ontario Network of Expertise • Inclusion Action in Ontario • Learning Disabilities Association of Ontario • Ontario Association for Families of Children with Communication Disorders • Ontario Brain Injury Association • Parents for Children’s Mental Health • VOICE for Hearing Impaired Children

Affiliate members: • Association Francophone de Parents d’Enfants Dyslexiques ou ayant tout autre trouble d’apprentissage • Ontario Federation for Cerebral Palsy • Spina Bifida and Hydrocephalus Association of Ontario • Tourette Syndrome Foundation of Canada • VIEWS for the Visually Impaired

Tip Sheet

Effective Practices for Recruitment of Local Association Members for SEAC

The membership of SEAC and eligibility is based on [Regulation 464/97 Special Education Advisory Committee](#). The role of SEAC members is to improve the education and outcomes of students with special education needs in their board.

PAAC on SEAC encourages Boards to ensure they have membership that provides parents’ voices on issues around special education.

Regulation 464/97 recognizes the following categories of membership:

- Local association or organization of parents,
- Trustee(s), representative(s) for
- ‘First Nations’ (Indian pupils’) and
- Additional members.

This document is focused on recruitment and qualifications of local association members.

In Regulation 464/97, Section (1) a “local association” is defined as: “an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well being of one or more groups of exceptional children or adults.”

Eligibility for SEAC Membership:

To be eligible for nomination as a SEAC member the nominee must be:

- At least 18 years old
- A Canadian Citizen
- A resident of the school board or authority jurisdiction
- An elector or taxpayer for the school board
- A SEAC member cannot be an employee of the school board or authority

Every member of SEAC, including additional members, should meet these criteria. This also means that an individual can only sit on one SEAC. Under the regulation it is ultimately the local school board that is responsible to ensure that all SEAC members are in compliance and adhering to the regulation.

1. Local Association Membership

In Regulation 464/97, Section (1) a “local association” is defined as:

“an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and wellbeing of one or more groups of exceptional children or adults.”

There are three key concepts in this definition.

1. The local association of parents must operate locally within the school board jurisdiction.
2. The local association must be affiliated with an incorporated provincial organization that works on behalf of one or more group of exceptional students.
3. The local or provincial association cannot be an association or organization of professional educators.

PAAC on SEAC strongly believes that the local association members of SEAC should be associations that can effectively represent the perspective of parents and families of students with one or more categories of exceptionality.

The Ministry of Education document [“Special Education in Ontario, Kindergarten to Grade 12 \(2017\)”](#) provides school boards with further guidelines (see section A: Advisory Committees on Special Education)

PAAC on SEAC recommends the following:

- 1) The SEAC seats for representatives of local associations should be used to bring to the committee the perspective of parents of children with a wide range of exceptionalities and approaches to educating children with special needs.

- 2) The ministry provides school boards with definitions of exceptionalities for use in the identification, placement, and review process. As many as possible of these exceptionalities should be represented but SEAC should not be constrained by the ministry's list as some exceptionalities can be listed under multiple identifications and some identifications can cover multiple disabilities.
- 3) Representatives of local associations should be persons who can express the concerns of the parents of the exceptional pupils of the board and be proficient in understanding the needs of that exceptionality or related disability.
- 4) Representatives of local associations should bring the perspective and resources of a provincial or a national association that is incorporated and that operates throughout Ontario to further the interests of one or more groups of exceptional pupils.
- 5) The representative of the local association appointed by the board is normally the person the person nominated by the association.
- 6) If the local association selects as its representative a member who lives within the jurisdiction of the board, the actual address of the "branch" of the association should not be significant.

Effective Practices to identify qualified local associations include:

- a. Finding out the names and contact information for provincial associations that represent the interests of exceptional students from the PAAC on SEAC website or on the Ministry of Education Website.
- b. Contacting provincial parent associations to identify local groups or chapters within the school board boundaries and/or to request nomination of eligible members of local associations or chapters.
- c. Maintaining an up-to-date list of local organizations that provide support to families of exceptional children or adults.

Selection of Local Associations on SEAC

The maximum number of local association representatives that can be appointed is 12 (Regulation 464/97, Section 2 (2)) and in many school board jurisdictions there are many more than 12 eligible local associations.

Effective Practices for when a school board has received more than 12 nominations for appointment as local association representatives include:

- a. Selecting from within the list of nominees to ensure that there is a representative for each of the exceptionalities.
- b. Asking representatives from similar groups, who represent the same group(s) of exceptional children or adults, to consider working together and nominating a single representative.
- c. Developing a policy or process to allow additional associations to be nominated to SEAC when a vacancy occurs within the four year term of SEAC.

Local Association Recruitment Strategies

In some areas of the province boards have had difficulty recruiting SEAC members who represent local associations. Strategies to recruit local association could include:

- Board wide communications, emails, newsletters to parents, the board website
- Parent Involvement committees
- Special education fairs or events
- Personal contacts
- Ask SEAC members of co-terminus boards if they can suggest a member from their association.
- Approach coordinating agencies in the community for parent associations

PAAC on SEAC suggests approaching some of the provincial organizations and associations below to find out if they have a qualified nominee. These are some of the provincial organizations or associations that the school board could contact:

- Association of Bright Children
- Association francophone à l'éducation des services à l'enfance de l'Ontario
- Autism Ontario
- Canadian Hearing Services
- Canadian Mental Health Association
- Canadian National Institute for the Blind
- Centre for ADHD Awareness Canada
- Community Living Ontario
- Cystic Fibrosis Canada
- Down Syndrome Association of Ontario
- Dyslexiques ou ayant tout autre trouble d'apprentissage
- Easter Seals Ontario
- Epilepsy Ontario
- FASD ONE
- Hydrocephalus Canada
- Inclusion Action Ontario
- Learning Disabilities Association of Ontario
- Ontario Association for Families of Children with Communications Disorders
- Ontario Federation for Cerebral Palsy
- Ontario Brain Injury Association
- Parents for Children's Mental Health
- Rural FASD
- Société franco-ontarienne de l'autisme
- Tourette Syndrome Foundation of Canada
- VIEWS for the Visually Impaired
- VOICE for Hearing Impaired Children

This list is not a comprehensive list as there are many other organizations that could nominate SEAC members.

2. Alternate Members

Within Regulation 464/97 it is recommended that the board appoint alternate members for SEAC members who are local association representatives, Trustees and First Nations representatives. Alternate members can ensure that a voting member is available in the absence of the SEAC member and can assist the SEAC member in preparing for meetings and connecting with the local association and provincial parent association.

Effective Practices to involve alternates in SEAC activities include:

- a. Providing all communications and meeting resources to the alternate members.
- b. Making it clear during training that the SEAC member is responsible to provide information to the alternate and to be in regular communication.
- c. Encouraging all alternate members to attend every SEAC meeting.
- d. Nomination, by local associations, of an alternate member who is able to extend the reach of the SEAC member by covering a different geographical area, or bringing specific knowledge or skills.
- e. Nomination, by local associations, of alternative members who have an interest in becoming the SEAC member in the future.
- f. Having the SEAC member and alternate maintain an on-going relationship with the local association to highlight the value of the SEAC role and increase parent awareness about opportunities to become a SEAC member or alternate.
- g. Alternates should be encouraged to volunteer to be on any SEAC subcommittees or working groups. This enables the Alternate to increase their knowledge about special education and to prepare them for replacing the SEAC members.

2. The School Board SEAC Membership Nomination Process

The term of SEAC is the same as the term of the elected Trustees, which is four years. Election of Trustees occurs during the municipal election process held every four years, usually in October. The SEAC membership is appointed by the newly elected Trustees at one of their first official meetings

The process for inviting nominations and appointing SEAC members varies between school boards. Some school boards invite nominations as early as September of an election year. Other School boards ask for-nominations after the Trustees hold their first meeting and others accept nominations for several months following an election.

PAAC on SEAC recommends that School boards should develop a recruitment process for the new SEAC term in the spring of the municipal election year. This will enable the school board to promote the need for nominations for the new SEAC over the summer and in early fall.

Effective Practices to solicit nominations for local association representatives include:

- a. Sending letters regarding the nomination process to all eligible local and provincial parent associations that represent exceptional students.
- b. Providing community groups, or organizations that support children who have special education needs, with information about SEAC eligibility, and the nomination process.
- c. Posting information about SEAC and the nomination process on the school board website.
- d. Advertising for SEAC nominations in the local or community newspapers.
- e. Sharing information about SEAC and the nomination process with school councils and home and school associations.
- f. Increasing awareness about SEAC with the development of a SEAC brochure or fact sheet.
- g. Making the SEAC brochure available at every school, or providing copies to all parents of students who have an Individual Education Plan, or who receive special education programs and services.

PAAC on SEAC also recommends that additional local associations should be able to nominate outside of the normal nomination period if vacancies exist on their SEAC and the applicant meets all other qualifications.

As many executives of local associations and some of the provincial parent associations are unpaid volunteers, PAAC on SEAC recommends that School Boards adopt a flexible approach in accepting nomination letters if the letters include the elements noted below in effective practices.

Effective Practices to Support Nomination Letters from Local Association Members include:

- a. Providing clear information about:
 - o Where the letter of nomination should be sent
 - o To whom the letter should be addressed
 - o Timelines for nomination process
 - o Deadline for letters to be received
- b. Defining the elements of an acceptable nomination letter as:
 - o Name of the association and what exceptionality it represents
 - o Term covered by the nomination, usually 4 years or until the next municipal election
 - o Name of the nominee and/or alternate nominee
 - o Statement that the nominee and/or alternate meets the qualifications defined in Regulation 464/97, Section 5 in Appendix 1, including that the nominee is:
 - o A Canadian Citizen
 - o Over the age of 18 years
 - o A Resident in the jurisdiction of the school board

- A supporter of the school board
 - Statement that the nominee and/or alternate is not an employee of the Board
 - Basic contact information for the nominee and/or alternate nominee, consistent with privacy legislation
 - Signature and title of the officer of the local or provincial association
- c. Providing additional contact information about the approved SEAC member and/or alternate, as required by the school board and consistent with privacy legislation, to the school board administration prior to the first meeting
- d. Appointing as local association SEAC members only those individuals who are nominated by the local association and/or the provincial association
- e. If a SEAC nominee is unable to provide proof of their membership/affiliation with the local association and/or provincial association they should not be considered for local association positions, but rather as Additional Members (See Regulation 464/97 Section 2 Clause 5 in Appendix 1)



Specialized Services

Grand Erie District School Board

Seeking Members for the Special Education Advisory Committee

Grand Erie District School Board is seeking parents, community members and local associations to be part of its Special Education Advisory Committee (SEAC).

To be eligible, a person:

- Must be a Canadian Citizen
- Must be 18 years or older
- Must be a public school supporter and a resident of Grand Erie

The Special Education Advisory Committee makes recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services.

The term of office for the SEAC is Month/Year to Month/Year.

The Committee meets once monthly during the school year.

To apply, please write a short letter introducing yourself and describing your interest in Special Education. Submissions must include your name, address and telephone number. Email your submission to Jennifer Valstar, SEAC Recording Secretary, at jennifer.valstar@granderie.ca.

Submission deadline is

Enter date here

For more information visit granderie.ca or contact Jennifer Valstar via the email above or by calling 519-756-6306, ext. 281173.

Susan Gibson
Chair of the Board

JoAnna Roberto
Director of Education

Learn

Lead

Inspire

APPENDIX A

Special Education Advisory Committee
(Ontario regulation 464/97 made under the Education Act)
Terms of Reference

1.0 Statement of Purpose and Responsibility

The Special Education Advisory Committee makes recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services. All meetings of SEAC shall be open to the public and shall be held at a location that is accessible to the public.

2.0 Committee Composition

As per Ontario Regulation 464/97 of the Education Act, the Special Education Advisory Committee (SEAC) shall be comprised of:

2.1 A member of SEAC, unless a Native representative, must be:

- a Canadian citizen,
- 18 years of age,
- a resident within the jurisdiction of the Board, and
- a public school board elector.

A person is not eligible to be a member of SEAC if he/she is employed by the Board.

2.2 One representative from no more than twelve local associations appointed by the Board. Local Association is defined as an association or organization of parents that operates locally within the area of jurisdiction of the board which further the interest and well-being of exceptional children or adults and one alternate for each representative of local associations/agencies, where possible.

2.3 Two trustees appointed by the Board and two alternates.

2.4 Community members who are neither a representative of a local association or organization, nor members of the Board of Trustees.

2.5 One Native representative and one alternate.

2.6 The total number of members of SEAC should not exceed 20.

3.0 Committee Operating Procedures and Scope

3.1 The term of members of the committee shall be the same as the term of the Board of Trustees.

3.2 In September of an election year, the Superintendent of Education with responsibility for Special Education shall commence a recruitment process for a new roster of SEAC members. All current SEAC members will be involved in this process and will submit a proposed roster to the board of Trustees for approval by the November Board meeting.

- 3.3 There shall be a minimum of ten meetings per year excluding July and August. Meetings may occur by electronic means. All meetings are open to the public.
- 3.4 Minutes will be taken at all meetings and distributed to members. Once approved by members of SEAC, minutes will be distributed to the Board of Trustees.
- 3.5 Recommendations from SEAC to the Board can occur at any time providing a majority of SEAC members approve the recommendation.
- 3.6 A majority of the members of SEAC is a quorum, and a vote of the majority of the members is necessary for a recommendation to be approved to move forward to the Board.
- 3.7 Every member present at a meeting, or his/her alternate when attending a meeting in his/her place, is entitled to one vote.
- 3.8 In January of each year SEAC will select both a Chair and Vice-Chair of the committee. Both the Chair and Vice-Chair positions should not be held by a trustee at the same time.
- 3.9 Vacancies:
 - a) If any Local Organization / Agency Representative SEAC member vacates their position, the organization will be asked for a representative to replace the vacancy by the Superintendent responsible for Special Education.
 - b) If the Native Representative SEAC member vacates their position, the Superintendent responsible for Special Education will liaise with the Six Nations Community to find a replacement.
 - c) If any Community Representative SEAC member vacates their position, the Superintendent responsible for Special Education will review previous applications, and if necessary, initiate a recruitment process.
 - d) New recruits will be recommended to the Board as a member of SEAC.
- 3.10 Staff will provide information, support, and direction and will facilitate the work of the committee in matters related to the establishment, development and delivery of Special Education programs and services.

4.0 Role of the Board of Trustees

- 1.0 Provide the opportunity to the committee to participate in the Board's annual review of its Special Education Plan.
- 1.1 Provide the opportunity to the committee to participate in the Board's annual budget process as it relates to special education.
- 1.2 Provide the opportunity to the committee to review the financial statements of the board as they relate to special education.
- 1.3 Ensure the Superintendent with responsibility for Special Education will provide orientation sessions and arrange for knowledgeable persons to provide information during regular meetings.
- 1.4 Receive and review the minutes of the committee.

- 1.5 Appoint trustees and alternates. Approve membership to SEAC
- 1.6 May solicit and will take in to consideration the recommendations from SEAC with regard to matters that relate to special education programs and services
- 1.7 In the case of recommendations/motions from SEAC, the Superintendent responsible for Special Education will provide a response to the outcome of the Board recommendation/motion in a timely fashion.

5.0 **Role of SEAC Members**

- 5.1 Attend regular meetings. If a SEAC member is unable to attend a meeting, that member needs to notify the alternate, where one exists for that position to attend instead. If an alternate is unavailable, the SEAC member should notify the secretary and the Chair of SEAC that there will not be a representative at the meeting.
- 5.2 If a member of SEAC misses three consecutive meetings without notice, the member's position will be disqualified and a new member will be appointed as laid out in section 3.9.
- 5.3 A member of SEAC may resign their position at any time by providing a letter, in writing, to the Chair of SEAC with a copy to the Superintendent responsible for Special Education.
- 5.4 To be well informed about the role of SEAC and expectations set out for SEAC by legislation.
- 5.5 To acquire and maintain a working knowledge of the special education programs and services provided by the board.
- 5.6 In the case of members representing local organizations, to represent effectively the organizations by which they were nominated to SEAC, by ensuring that they are expressing the concerns of their organizations and not their own personal concerns. In addition, to provide their organizations with a report on relevant SEAC proceedings.
- 5.7 To represent the interests of all students of the board receiving special education programs and services from the perspective they bring as parent and/or community partner.
- 5.8 To be respectful, responsible, build positive relationships and to act with integrity in keeping with the values of the Board and to ensure smooth operation of SEAC.
- 5.9 In the interest of avoiding a perception of conflict of interest, SEAC members should state their conflict and abstain from speaking and voting on any recommendation that might be perceived as a conflict to them or their organization.

6.0 **Role of School Board Personnel**

- 6.1 The Administrative Assistant to the Superintendent responsible for Special Education, attends SEAC meetings to record the minutes of SEAC and to produce and distribute

minutes and agendas. Draft minutes will be reviewed by the Chair before distribution. Agendas will be developed by the Superintendent responsible for Special Education and the Chair and Vice-Chair of SEAC, with input from members as appropriate. Materials for meetings will be distributed ahead of each SEAC meeting to provide members with time to prepare for the meetings.

- 6.2 The Superintendent responsible for Special Education will attend SEAC meetings to provide information on special education programs and services. The Superintendent of Business Services or an alternate will attend SEAC meetings as deemed necessary to provide information and obtain feedback on the annual budget process as it pertains to special education.
- 6.3 The Principal-Leader of Special Education will attend SEAC meetings on a regular basis, and may act as alternate to the Superintendent if the Superintendent is unable to attend a scheduled meeting.
- 6.4 Other board personnel will be made available to SEAC to address their area of expertise in the Board.
- 6.5 Board personnel do not vote at SEAC.

7.0 **Making Recommendations to the Board of Trustees**

- 7.1 A recommendation made by SEAC to the Board requires a mover and a seconder.
- 7.2 A recommendation can be made through the approved minutes of the SEAC meeting or more immediately by the Superintendent responsible for SEAC directly to the Board of Trustees and presented by the Superintendent responsible for SEAC.

Virtual Meeting Guidelines



Put your best (virtual) foot forward with these Dos and Don'ts for ensuring online meetings run smoothly and efficiently for both fellow presenters and viewers:



Know your device and technology

Before attending a meeting, familiarize yourself with the online platform's capabilities. Know where to find the chat window, how to raise your hand, and share your screen. Be aware of audio and visual settings on your device and adjust accordingly. Ensure Wi-Fi is connected. Set up a test meeting to run through the features and ensure everything is in working order.



Pay attention to surroundings

Ideally, your virtual meeting space is a quiet room with a door you can close. Where that's not possible, avoid high-traffic areas where others may need to pass through. Adjust your computer/device setup so you can maximize natural light by facing a window or position a light source behind your screen. Avoid distracting backgrounds or use your virtual meeting platform's blur filter so you're the only thing in focus.



Dress for success

Dress as though you're attending an in-person meeting, and avoid jewellery that might make noise when you move your hands or type.



Keep your mic muted when not speaking

Unless you're the one speaking, keep your microphone on mute to ensure any background noise can't be detected and distract from what's being said.



Turn on video

Showing your face during the meeting helps attendees connect in the online environment. But be sure to follow the meeting organizer's direction – in large groups, the preference may be to turn video off, unless you're speaking.



Be aware of non-verbal communication

Facial expression, hand gestures and body language can all be detected on video. Be mindful of how this can influence online communication. When speaking, look directly into your camera so attendees have the impression you are looking at them.



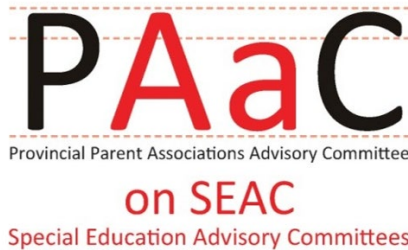
Avoid multitasking

Close any tabs or windows you don't need. Shut down email and stash your phone away, making sure it's on silent. Avoid eating during virtual meetings, but have a glass of water nearby if you need it. Do your best to avoid speaking to people in your home environment and banish barking dogs. If you must address someone or something in your environment, mute audio and visual while doing so.



Use the chat window and raise your hand to speak

The chat window can be used to ask a question or respond to another attendee's questions or comments without interrupting the overall flow of the meeting. You can also virtually raise your hand to indicate to the meeting organizer that you have a question to ask. Follow the meeting organizer's direction for your turn to speak, then unmute your mic and turn on your video.



Members: • Association for Bright Children • Community Living Ontario • Down Syndrome Association of Ontario • Easter Seals Ontario • Fetal Alcohol Spectrum Disorder Ontario Network of Expertise • Hydrocephalus Canada • Inclusion Action in Ontario Education and Community • Learning Disabilities Association of Ontario • Ontario Association for Families of Children with Communication Disorders • VOICE for Hearing Impaired Children

Affiliate members: • Association Francophone de Parents d'Enfants Dyslexiques ou ayant tout autre trouble d'apprentissage • Epilepsy Ontario • Ontario Federation for Cerebral Palsy • Ontario Brain Injury Association • Parents for Children's Mental Health • Tourette Syndrome Foundation of Canada • VIEWS for the Visually Impaired

PAAC on SEAC

SEAC Resource Guide on Special Education Funding 2022

PAAC on SEAC c/o Easter Seals Ontario
One Concorde Gate, St. 700, Toronto ON, M3C 3N3
[Email: info@paac-seac.ca](mailto:info@paac-seac.ca)

PAAC on SEAC

SEAC Resource Guide on Special Education Funding 2022

PAAC on SEAC members have developed this resource to help SEAC members understand how special education is funded in Ontario, and the role of SEAC in the school board budget process.

This resource has been updated in May 2022 and includes links to some of the 2022-23 Ministry of Education documents on funding.

This and other resources are available on the PAAC on SEAC website, at www.paac-seac.ca

The Ministry of Education posted documents and data about education funding – including the various components of the Special Education Grant – at <https://www.ontario.ca/page/education-funding-2022-23> Education funding announcements were made February 17, 2022 – much earlier than last year's (on May 4, 2021). Regulations were passed in April 2022 to put this information into effect. It is possible that funding decisions and regulations could change after Ontario's June 2022 election. If so, school boards may have to adjust their 2022-23 budgets.

Every school board in the province is unique and will have its own budget format and process. This means that SEAC members will need to ask questions and seek clarification about their board's annual special education budget. In reviewing the proposed budget, it is important to understand trends in special education revenues and expenditures by looking at past budgets, and financial statements.

SEAC members should also have Ontario School Information System (OnSIS) Data about the students who are receiving special education programs and services, including the:

- Number of students identified as exceptional through the Identification, Placement and Review Committee (IPRC)
- Number of students, not identified as exceptional, who have an Individual Education Plan
- Number of students receiving special education programs and services who are not identified as exceptional, and who do not have an IEP.

- changes in overall school board enrolment numbers

SEAC members should also be aware of their board's special education model of services and how students with special education needs are supported.

SEAC members should also be aware of changing needs and potential new areas of expenditure.

Key responsibilities of SEAC include:

- to participate in the board's annual budget process as that process relates to special education, and
- to have the opportunity to review the financial statements of the board, as those statements relate to special education. (*Regulation 464/97 Section 12, 2 and 3*)

Some members of SEAC find this challenging. As a SEAC member there are important things you need to know about how special education is funded and about the financial statements of your board.

- To help you in your role, this document includes suggestions to assist SEAC, indented.

Did you know – Budget Process

Each school board has a different process for the development of budgets, often including the establishment of a budget committee or ad hoc group.

- SEAC members may participate in Budget Committee or working group.

Under Regulation 464/97, SEAC members are to have the opportunity to participate in the special education budget planning process.

- SEAC members should receive orientation and training regarding financial statements, the Special Education Grant, revenues, and expenditures.
- The board Finance Department can provide a review of the previous year's financial statements and budget to SEAC typically 3-4 months after end of fiscal year. See the PAAC on SEAC Calendar for recommended timing at: <http://www.paac-seac.ca/annual-calendar/>
- SEAC agendas should include regular updates on Financial Statements and the budget process.

- Financial information should be presented to SEAC members in easy-to-understand language with visuals and graphics.

Boards often start their budget process to decide what they will “spend” before they find out how much “income” they will receive from the Province.

- SEACs cannot conclude that there will not be enough money or that services must be cut, until they know how much income the board will receive from provincial grants.

The media sometimes reports about anticipated deficits in special education before boards know what grants they will receive. These premature announcements can make families very nervous, fearful that accommodations, programs, and services their children require will not be provided, especially if this happens at the very time IPRCs are determining next year’s placements.

- SEAC member associations can help dispel unfounded rumours by sharing accurate information.

Did you know – Special Education Grant

Money from the Special Education Grant is supposed to be spent only on “special education programs and services”

“Students with special education needs” or “students receiving special education programs and services” are not just those who have been identified as “exceptional” at Identification Placement Review Committees, and those who have Individual Education Plans.

- SEAC should ask whether special education funding is being spent on other students in their board, and why.
- SEAC should ask what “special education programs and services” other students receive, which are being paid for out of the special education grant.
- SEAC may want to ask why these students don’t have IEPs.

The Special Education Grant is intended to support the incremental additional costs of special education programs and services.

- The board’s special education expenditures should ALWAYS exceed the revenue it receives from the Special Education Grant. That is what is supposed to happen and does not mean that special education is “overspent”.

- Money to pay for special education is also provided through other funding envelopes.
- All students are funded through the Foundation Grant and various other special purpose grants.
- Whenever per-pupil amounts are set by the province, those amounts are multiplied by the total population of each school board.
- Under the Ontario Human Rights Code, school boards have a duty to accommodate – to find the money necessary for students with disabilities, unless they can prove undue hardship.

The Ministry provides direction about which expenses should be paid for from special education grants (on pages 1-10 and in the "Appendix: Special Education Enveloping" chart on page 11 of its Uniform Code of Accounts at https://efis.fma.csc.gov.on.ca/faab/Code%20of%20Accounts/2022-2023/2022-23_Code-of-Accounts_EN.pdf.)

It can be difficult for SEACs to determine which expenses should be charged only to special education, and which expenses should be partially or even totally funded from Foundation Grants and other per-pupil funding envelopes.

The Ministry says: "Professionals and para-professionals who provide support for special education, such as psychologists, psychometrists, and speech pathologists, are funded through a combination of the Pupil Foundation Grant, the Special Education Grant, and other supplemental grants".

If an initiative (such as mental health programming) applies to the entire student population, special education funding should not cover all of the costs.

- SEACs should determine that special education money is spent only on what it should pay for, not on things for which other grants are available.
- That's especially true for the 2022-23 school year, since the Ministry has provided boards with additional funds for pandemic-related "mental health" and "reading recovery" support.

On page 191, the Technical Paper states: "The Special Education Grant is limited to special education expenses, including spending restrictions on specific amounts within the grant".

If any money from the special education funding envelope remains unspent in any year, it must be kept in a separate deferred revenue fund. (Any unspent money from a board's Special Equipment Amount Per Pupil Amount and some parts of the Behaviour Expertise Amount must be kept in their own separate deferred revenue funds. See sections B, C and F below for details.)

- SEAC should check school board audited financial statements to see if there is special education deferred revenue, and how it changes from year to year.

2022-23 funding data for the entire province, called Grants for Student Needs (GSN), and for each school board in Ontario was posted by the Ministry on Feb 17, 2022 at <https://files.ontario.ca/edu-2223-gsnprojections-en-2022-02-17.pdf>

In this document you will find your board's total operating grant amounts in each of the education funding "envelopes" – i.e.:

- projected funding for the coming school year,
- the revised estimate for the current school year, and
- actual amounts granted over each of the previous 3 years.

It also shows how board enrolment may have changed from year to year

You can search for similar data for each year going back to 2003-04, with funding and enrolment data going all the way back to 1998-99 (to see how each board changed).

- SEAC should review Ministry of Education grant regulations
- SEAC should verify Ministry grant allocation amounts with their board
- SEAC should review the board's Special Education Grant each year
- It is helpful when the school board shares Ministry of Education resource materials regarding special education funding, including Power Points and Webinars, with SEAC members.
- SEAC can divide the total Special Education Grant amount by the total board population to arrive at the board's per pupil income for special education, and should consider how it changes, from year to year.

Provincial Comparison – TOTAL and SPECIAL EDUCATION FUNDING
 PAAC compared Ontario Grant For Student Need PROJECTIONS for 2022-23
 against REVISED ESTIMATES for 2021-22 (dated Feb. 17, 2022)

GRANT	2021-22 Revised Estimate	2022-23 Projection	Difference
Total Funding	\$25,437,599,852	\$26,121,453,148	+ \$683,853,296
Total Average Daily Enrolment	1,999,828	2,000,321	+ 493
<i>Total \$ per pupil</i>	\$12,720	\$13,059	+ \$339
Total Special Education	\$3,158,856,224	\$3,251,731,378	+ \$68,613,662
Total SE \$ per pupil	\$1580	\$1,626	+ \$46

Did you know – Special Education Grant Components

The special education "envelope" itself is composed of various components.

2022-23 Provincial totals for each component are in the Special Education Funding Guide at <https://files.ontario.ca/edu-2223-speded-guide-en-2022-03-21.pdf>

Board-by board component amounts are not shown in Ministry projections

- SEAC should ask the board how much money they received from the Ministry, for each of those special education grant components.

Almost all special education funding component grants are based on per pupil amounts - multiplied by the total number of students in the school board (not by the numbers of students deemed to have special education needs)

Only a few components of the grant amounts are linked to specific information about students who receive special education programs and services.

The key components within the Special Education Grant are:

- A. **Special Education Per Pupil Amount (SEPPA)**
- B. **Differentiated Special Education Needs Amount (DSENA)**
- C. **Special Equipment Amount (SEA)**
- D. **Special Incidence Portion (SIP)**
- E. **Care, Treatment, Custody & Corrections Amount**
- F. **Behavioural Expertise Amount**

For detailed information please see pages 34-54 of the Technical Paper at <https://files.ontario.ca/edu-2022-23-technical-paper-en-2022-03-15.pdf>

Year-to-year Comparison of Special Education Funding COMPONENTS

The 2022-23 Special Education component projections are found at <https://files.ontario.ca/edu-2223-speded-guide-en-2022-03-21.pdf>

SE Grant component	2021-22 Projection	2022-23 Projection	Difference
Special Education Per Pupil Amount (SEPPA)	\$1.61 B	\$1.61 B	-
Differentiated Special Ed Needs Amount (DSENA)	\$1.18 B	\$1.21 B	+ \$30 M
Special Equipment Amount (SEA)	\$130.6 M	\$140.1 M	+ \$9.5 M
Special Incidence Portion (SIP)	\$137.8 M	\$142.0 M	+ \$4.2 M
Educ/Community Partnership Program (ECCP)	\$112.1 M	\$113.3 M	+ \$1.2 M
Behaviour Expertise Amount (BEA)	\$37.2 M	\$37.3 M	+ \$100,000
Projected TOTAL	\$3.2 B	\$3.25 B	
Revised Actual TOTAL	\$3.16 B		

Special Education Funding Components:

A. Special Education Per Pupil Amount (SEPPA - remains the same at \$1.61 billion in 2022-23) accounts for almost 50% of the total special education grant; is based on total enrolment and is calculated using different per pupil rates for primary, junior, and secondary students. The highest rate is for the youngest students.

B. Differentiated Special Education Needs Amount (DSENA – raised to \$1.21 billion in 2022-23) has five components that use multiple factors that have been called “surrogate statistics” – other measures from which school boards’ levels of student “need” are inferred.

These calculations are used to create a different per pupil amount for each school board, which is multiplied by total enrolment.

There are now 5 components of DSENA:

1. **Special Education Statistical Prediction Model Amount (SESPM** – raised to \$809.0 million in 2022-23) which uses a number of demographic and socio-economic factors for each board (as measured for their area in Canada’s 2006 census) which are assumed to make it more likely that their students will need special education programs and services.
2. **Measures of Variability Amount (MOV** – raised to \$295.6 million in 2022-23) - a complex statistic relating to 7 factors for each board.
Some of these Measures of Variability would seem to create an incentive to identify more students with higher needs, or who are failing because the amount of funding Boards receive depends on:
 - a) how many of their students are reported to be receiving special education programs and services;
 - b) how many students were exempt from, or achieved only Level 1 in Education Quality and Accountability Office (EQAO) standard tests and how many students taking part in EQAO testing receive three or more accommodations
 - c) how many students with special education needs have earned 5 or less credits in Grade 9, or 13 or less credits by the end of Grade 10 and how many Grade 9 and 10 students with special education needs are taking Locally Developed or “K” courses
 - d) if boards are rural and remote
 - e) if there are more First Nations, Métis, and Inuit students
 - f) if Boards operate in French
 - g) as Northern Adjustment money – a total of \$10 million now funds 3 regional collaborative bodies among Northern Ontario school boards. Some of this money was transferred to permanent Grants for Student Needs (GSN) from the Ministry’s year-by-year Priorities and Partnerships “Integrated Services for Northern Children” Funding (PPF) earlier and another \$1.4 million will be transferred in 2022-23.

The 3 boards that administer this must account for the funds separately and keep any unspent funds in a special deferred revenue fund.

3. Base Amount for Collaboration and Integration - set each year (raised to \$34.3 million in 2022-23) to provide every school board a minimum level of base funding of \$477,015.57

- to enable school boards to explore collaborative and integrated approaches to serving students with special education needs.

4. Multi-Disciplinary Supports Amount (up to \$53.1 million in 2022-23) includes a **Multi-Disciplinary Team Amount** (\$29.7 million) for up to four new additional staff each school board + an **Other Staffing Resources Amount** (\$23.5 million) to support students with special education needs in a way that reflects local needs.

5. Local Special Education Priorities – In 2022-23, \$16.1 million will be transferred to school boards from year-to-year Priorities and Partnerships Funding (PPF) into the more permanent GSN Grant.

Each Board is to receive a base amount of \$110,000 plus \$4.11 per pupil. (There will be another \$200,000 for School Authorities for a total of \$16.3 million.) Boards may use this funding to address local special education priorities including:

- additional educational staff and/or professional/paraprofessional staff to support students with special education needs (e.g. special education resource teachers, educational assistants, speech-language pathologists, occupational therapists, and psychologists among others)
- other local priorities such as evidence-based programs and interventions, as well as transition supports

C. Another component of special education funding is the **Special Equipment Amount** (SEA – raised to \$140.1 million in 2022-23.) – which is explained in detail in the Ministry’s SEA Guidelines at <https://files.ontario.ca/edu-2223-sea-guidelines-en-2022-03-18.pdf>.

It has 2 parts:

1. The **SEA Per Pupil Amount** is based on total school board enrolment and is to be spent to make specialized computer technology available to individual students, as well as to pay for related training, insurance, and technician services for all SEA-funded equipment.
2. Boards may apply for **SEA Claims-Based Amount** to pay for the individualized assistive devices or equipment some individual students need, after boards pay the first \$800. (This is one of the few components of funding that is granted for specific individual students.)

- SEACs should know their board’s SEA funding amounts (and how that has changed, year-to-year) and how their board allocates the equipment etc. purchased from SEA funding.
- SEACs should note that SEA Per Pupil Amount spending must be reported separately from all other special education expenditures.
- SEACs should ask if there is any unused SEA Per Pupil Amount funding because it must be kept separately in a SEA Per Pupil Amount deferred revenue fund.

D. School boards may apply for **Special Incidence Portion** (SIP – raised to \$142.0 million in 2022-23.) funding “on behalf of students who are already supported by more than two full-time equivalent board-paid staff providing intensive support for the health and/or safety of the applicant student, other students and/or staff”. (This is another of the few components of funding that is based on the supports provided to specific individual students.)

SIP is explained in detail in the Ministry’s SIP Guidelines at <https://files.ontario.ca/edu-2223-sip-guidelines-en-2022-03-18.pdf>

However, since SIP will provide just \$28,803 per such student in 2022-23, it falls far short of covering the full cost of such staffing.

The calculations required in SIP applications show that not only does regular class teacher time not count, but special education class teacher time is calculated at 2.5 times the number of minutes. This could be seen as a financial incentive promoting special education class placement, especially if calculations involve a group of students sharing the same additional staff.

In 2020-21 and 2021-22, boards received SIP funding based on their previous allocation and a formula set by the Ministry. Because of pandemic pressures, documentation was not required.

In 2022-23, the Ministry says it will again require boards to submit full documentation, as outlined in the SIP Guidelines.

- SEACs should know their board’s SIP funding amounts (and how that has changed, year-to-year) and how their board allocates additional staffing.
- SEACs should ensure that parents are informed when boards apply for SIP funding for their child, as SIP Guidelines require.

Provincial Changes in SIP Funding

PAAC has noted that provincial SIP allocations have increased greatly in recent years, although the increase in the per pupil amount has been minimal. These changes can be seen in the following chart.

School year	Per pupil SIP grant	Total Ontario SIP funding	Number of Ontario students affected
2010-11	\$27,000	\$41 million	1519
2012-13	"	"	"
2013-14	"	"	"
2014-15	\$27,000	\$60.3 million	2233
2015-16	\$27,000	\$68.7 million	2544
2016-17	\$27,000	\$72.8 million	2696
2017-18	\$27,000	\$79.8 million	2956
2018-19	\$27,405	\$89.3 million	3259
2019-20	\$27.679	<i>Estimate = \$93.5 million</i>	<i>Estimate = 3378</i>
2020-21	\$28,235 ¹	\$117.7 million	<i># unknown. no documentation required during the pandemic</i>
2021-22	\$28,518 ²	<i>Projection = \$137.8 million³</i>	<i># unknown. no documentation required during the pandemic</i>
2022-23	\$28,803 ⁴	<i>Projection = \$142.0 million⁵</i>	<i>Projection = 4930</i>

E. Education and Community Partnerships Program Amount (ECPP - formerly called the Facilities Amount – up slightly to \$113.3 million in 2022-23) supports school boards to deliver educational programs to students who are unable to attend school because they are in Care, Treatment or Custody/Corrections facilities (once known as “Section 23” programs). School

¹ Page 2 at <http://www.edu.gov.on.ca/eng/funding/2021/2020-21-sip-guidelines-en.pdf>

² Page 2 at <http://www.edu.gov.on.ca/eng/funding/2122/2021-22-sip-guidelines-en.pdf>

³ Page 8 at <http://www.edu.gov.on.ca/eng/funding/2122/special-education-guide-2021-22.pdf>

⁴ Page 2 at <https://files.ontario.ca/edu-2223-sip-guidelines-en-2022-03-18.pdf>

⁵ Page 9 at <https://files.ontario.ca/edu-2223-speded-guide-en-2022-03-21.pdf>

boards establish agreements with the community agencies providing these services, which must be approved by the government.

For more information see <https://files.ontario.ca/edu-2223-speded-guide-en-2022-03-21.pdf>

F. Behavioural Expertise Amount (BEA – remaining at \$37.3 million in 2022-23) provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA.

The BEA allocation is made up of 3 components:

- **ABA Expertise Professionals Amount** (up to \$25.2 million) is based on a formula of \$183,039 per school board + \$6.03 for each student in the board
 - **ABA Training Amount** (down to \$6.0 million) is based on a formula of \$1,500 per school board + \$2.95 x for each student in the board.
 - **After-School Skills Development Amount** (ASSD = remains at \$6.1 million in 2022-23) is based on a formula of \$50,477 per school board + \$1.23 for each student of the board. This money is to be used “to provide students with autism spectrum disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities outside the instructional day”.
- SEACs should note that ABA Training Amount and After-School Skills Development Amount spending must be used only for those purposes and each should be accounted separately from all other special education expenditures. Any unspent money for each must be kept in separate deferred revenue accounts at year end.
 - SEACs should ask if there is any unused BEA Training Amount and After-School Skills Development Amount.
 - SEACs should find out how many students are participating in After-School Skills Development programs (in-person and virtually).
 - SEACs may want to know how much After-School Skills Development programs cost per participating student.

Did you know - Priorities and Partnerships Funding (PPF)

Each year, the Ministry allocates this temporary funding in addition to its Grants for Student Needs (GSNs) - for a variety of additional purposes. Sometimes the Ministry makes a temporary PPF grant permanent, incorporating it into a GSN.

2022-23 Priorities and Partnerships Funding is described at https://efis.fma.csc.gov.on.ca/faab/Memos/B2022/B05_EN.pdf, and the three special education PPFs are on page 7.

Each Ontario school board's 2022-23 PPF allocation is shown at https://efis.fma.csc.gov.on.ca/faab/Memos/B2022/B05_Attach1_EN.pdf

Did you know – SEAC Role in the school board Budget Review Process

The special education department will be informing the budget process by sharing with the budget committee anticipated new or changing student needs that may impact expenditures for special education.

- SEAC should be asking in advance of the budget process for the department's anticipated needs for the following year.
- SEACs can request the opportunity to identify special education issues, or priorities for the following school year, to share with the budget committee.
- During the pandemic, students may have moved in or out of the board and board enrolment projections should be compared with enrolment projections made by the Ministry at <https://files.ontario.ca/edu-2223-gsnprojections-en-2022-02-17.pdf>

When the draft special education budget is shared with SEAC the following items should be clearly identified:

- Revenues for special education from the Foundation Grant, Special Education Grant and other grants
- Changes to the grant amounts from previous years
- Expenditures by category, including staffing projections
- Links between the expenditure item and funding source
- SEAC members should carefully analyze special education budget information, program staffing and statistical information about students with special education needs.

The school board budget should clearly show the difference between anticipated revenues and expenditures.

- When there is a deficit projected, SEAC should ask how it will be covered
- If programs or services are to be reduced to balance the budget or reduce the deficit, SEAC should ask for details about the changes and the implications for students.
- If SEAC members have concerns about the ability of the school board to meet the needs of students they can make a "recommendation" to the school board.

- SEAC has the “Right to be Heard” by the Trustees and can request to make a presentation as part of public consultation on the school board budget.

PAAC on SEAC Resources:

For more information about Special Education Budget and Financial Statements, please see **Section 3.6** of the **PAAC on SEAC Effective Practices Handbook for SEAC Members, 2016** <http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/section-3-seac-roles-and-responsibilities/3-6-special-education-budget-and-financial-state>



Acceptable Use of Information Technology

Board Received: _____

Review Date: _____

Policy Statement:

The Grand Erie District School Board believes that every user of Information Technology resources has a responsibility to comply with all related policies, procedures and relevant legislation and take all reasonable measures and precautions to assist in ensuring the safe, secure, ethical and appropriate use of Information Technology resources at all times. The board believes that students and staff should have opportunities to:

- be both consumers and creators of information;
- collaborate and communicate with both local and global communities;
- develop knowledge and skills that will be useful throughout their lives.

Grand Erie will make all reasonable efforts, using the resources available, to create and maintain a positive, productive, safe and secure Information Technology environment.

References

- Acceptable Use of Information Technology (SO-027)
- Cyberbullying (SO-9)
- Progressive Discipline and Promotion of Positive Student Behaviour (SO-11)
- Code of Conduct (SO-12)
- Privacy and Information Management (SO-19)
- Copyright – Fair Dealing Guidelines (SO-24)
- Privacy Breach Response (SO-105)
- Duties and Expectations of Teachers (HR-103)
- Progressive Discipline (HR-119)
- Grand Erie District School Board Code of Digital Citizenship (Appendix B)
- Grand Erie Social Media Guidelines
- *Municipal Freedom of Information and Privacy Protection Act*



PROCEDURE

SO-XXX

Acceptable Use of Information Technology

Board Received: _____

Review Date: _____

Purpose:

The purpose of this procedure is to ensure that staff and students are aware of the acceptable use of the Grand Erie District School Board's information technology network, hardware and software in order that they may take all reasonable precautions to maintain a safe, secure, positive and productive Information Technology environment for all users.

Definitions:

"Information Technology", is defined to include but is not limited to board owned:

- computers, data devices (e.g. phones, laptops, netbooks, & tablets) and hardware;
- servers and data storage devices;
- communication networks and associated devices;
- data;
- software;
- systems providing a service that are owned and/or maintained by a third party;
- peripherals;
- cloud based and subscribed apps and storage;
- blogs, websites and social media platforms.

"Grand Erie District School Board data", is defined to include;

- personal student, parent/guardian or staff information (including text, data, and media files), as well as materials considered to be of confidential nature with respect to school or board work.

"Communication Networks" is defined to include, but is not limited to:

- Board wireless and wired data networks;
- Connections to the Internet and Internet Service Providers (ISP);
- Remote connections i.e.. Virtual Private Network (VPN)

"Peripherals" is defined to include, but is not limited to:

- printers and copiers;
- robotics equipment;
- monitors, projectors, and interactive devices (i.e.. SMART boards, Assistive technology);
- portable data storage devices;
- input devices

"Users" is defined to include:

- students
- staff
- agencies of the Board
- partners of the Board
- volunteers
- parents/guardians
- guests

Process:**1.0 Responsibilities of the School Board**

It is the responsibility of the Grand Erie District School Board to:

- Protect students and staff from misuse and abuse of information technology resources and services and will take all reasonable steps to ensure that they are used only for appropriate purposes
- Make all reasonable efforts to create and maintain a positive, productive, safe and secure Information Technology environment
- Maintain Information Technology resources and services
- Recognize the potential to support instruction and student learning as well as to support communication and collaboration across the system
- Maintain the right to monitor and access any and all files, documents and electronic communications and Grand Erie technology as well as use of the internet to ensure the integrity of the system and compliance with this procedure
- Grant network accounts to users to assist in fulfilling their employment duties and educational responsibilities
- Grant account access should there be a need for a supervisor to have access to that account, for example in the instance of an illness or investigation of inappropriate use, access will be granted through Information Technology Services in consultation with Human Resources and/or Director of Education. Access provided to the supervisor will be temporary and for the expressed purposes intended.

2.0 General Responsibilities of All Users

Take all reasonable measures and to ensure the safe, secure, ethical and appropriate use of Information Technology resources, as outlined herein, at all times

- All employees are expected to report the inappropriate use of the board's information technology resources in a manner that conflicts with the Board policies and procedures, or of the suspected loss or theft of board-owned computer property, or any unauthorized access, disclosure or inappropriate copying of confidential information
- Understand that a user's account is the property of the board and therefore that the user should have no reasonable expectation of privacy for any and all information stored or accessed through the board's network or on board devices
- Use and access board technology to the extent authorized by the board for the purpose of carrying out the mandate of the Board, regardless of the location of the equipment
- Use their own identity to access the board network and Internet resources
- Maintain privacy of their Grand Erie network credentials with others
- Exercise extreme caution when accessing emails from an external source
- Record passwords in a place that cannot be accessed by others
- Log out to protect their account when not in use
- Complete an on-line acceptance of the Acceptable Use of Information Technology declaration, annually
- Complete cyber security training during orientation and as determined necessary by the board
- Adhere to the expectations of Grand Erie's Social Media Guidelines
- Understand what restrictions and parameters exist under the Copyright Act including obtaining, transmitting and/or storing unauthorized copies of licensed and/or copyrighted material which may include, but is not limited to, software, music, video, or other such data
- Use the board's data network and Internet resources for personal use, provided that such use is reasonable in duration, does not interfere with the user's employment duties and responsibilities, does not result in increased cost to the board and is in compliance with this procedure. Personal use will occur outside of assigned work time.
- Share guest passwords with non-board employees for temporary access. The employee sharing the access code is responsible for the guest access
- Take reasonable steps to ensure that confidential information stored on Board network is not lost, stolen, modified, deleted or subject to unauthorized access, disclosure or copying, including:

- Be present when printing confidential information;
- Situate computer display terminals to prevent disclosure of confidential information;
- Use secure passwords for accessing the system;
- Access email and cloud resources on personal owned devices (laptops, tablets, or cellphones) only if the devices are password protected;
- Use certain forms of data protection and/or encryption depending on a user's role.
- Safely store computer equipment (i.e. laptops) when not in use or when transporting;
- Return all equipment and portable storage media to the Information Technology department for proper disposal or reuse
- Understand and apply the responsibilities under privacy legislation for how cloud-based applications are used to collect, use, share, and store/retain student personal information when considering the use of any external tools or applications
- Follow all applicable privacy legislation when leveraging external tools and applications
- Leverage School Messenger as the primary application for communicating personal information securely to parents/guardians;
- Contact ITS Help Desk if it is believed that user network credentials have been compromised and/or a data breach has occurred.

Failure to follow **Acceptable Use of Information Technology Procedure (SO-XXX)** without obtaining prior documented approval from the Manager of Information Technology Services or the Superintendent with Information Technology responsibility, or the Director, shall be construed as a deliberate and malicious act, the consequences of which will be carried out as per the Enforcement Section 8.0.

3.0 Responsibilities of Administrators, Managers and Supervisors

It is the responsibility of administrators, managers and supervisors to:

- Review and communicate the expectations of SOXXX annually with staff
- Ensure that staff complete an Acceptable Use of Computers and the Internet Online Declaration at the beginning of each school year
- Ensure that The Student Acceptable Use of Computers and the Internet Agreement (Appendix A) is signed and returned to the school at the beginning of each school year (administrators only)
- Use Multi-Factor Authentication on board issued devices to access board resources
- Co-operate fully with the board, local, provincial, or federal officials in any investigation concerning or relating to Information Technology.

4.0 Responsibilities of Information Technology Services Staff

It is the responsibility of Information Technology Services Staff to:

- Provide and maintain a secure, safe, and productive Information Technology environment
- Enforce this procedure
- Inspect the contents of a user's device or other personal electronic data if:
 - directed by the user; or
 - required by law; or
 - required by the policies and procedures of the Grand Erie District School Board; or
 - at the direction of Human Resources and/or Director of Education in order to investigate complaints regarding inappropriate content which was intentionally sent or solicited, and is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.
- Randomly scan data in order to expose instances of unauthorized software and/or data which must be reported to the site's Supervisor and/or deleted
- Refrain from sharing or communicating confidential information they come into contact with during their day to day activities. Any violation of this directive will be treated as a violation of this procedure

- Report violations of this procedure to their supervisor. In some cases, as required by law, staff may be expected to contact law enforcement agencies.
- Carry out activities which fall under the Unacceptable Activities defined in this procedure. These activities are to be undertaken by staff ONLY at the direction of Management in order to monitor and enforce this procedure, and in these specific cases will not be treated as violations. Such activities may include, but not be limited to:
 - Technical maintenance, repair and management
 - Produce information, including e-discovery, as per legal requirements
 - Restore deleted records/files
 - Conduct investigations involving employee use
 - Ensure continuity of work and continuous operations (i.e., employee is absent due to illness and work needs to be retrieved)
 - Improve Board processes and to manage productivity
 - Prevent misconduct and ensure compliance with the law by monitoring system activity, by conducting periodic audits to the system and by investigating potential misconduct.

5.0 Responsibilities of Students

Students should understand that use of Grand Erie Information Technology resources and services is a privilege. It is the responsibility of students to:

- Use information technology resources and services solely for educational purposes and comply with the directives contained in this procedure
- Review and complete the Student Acceptable Use of Computers and the Internet Agreement (Appendix A). The completed Student Acceptable use of Computers and Internet Agreement will be maintained by the school for the duration of the school year and then will be securely removed in June.

6.0 Responsibilities of Caregivers

In order that Caregivers are aware of their responsibilities under this procedure, they will be provided with the Student Acceptable Use of Computers and the Internet Agreement for signature annually. It is expected that caregivers will review this form with their child(ren). Caregivers should understand that use of Grand Erie Information Technology resources and services is a privilege. It is the responsibility of caregivers to:

- Review with their child(ren) and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).

7.0 Express Restrictions on Information Technology Use

The following unacceptable activities involving use of the Grand Erie's Information Technology resources are strictly prohibited. **Users must not:**

- Violate any local, provincial or federal statutes
- Store board data on any personally owned device or internet-based service (e.g. Gmail, Dropbox, etc.)
- Use electronic recording devices in schools and the workplace to record any interactions between two or more parties unless all parties explicitly consent
- Use the board's data network and Internet resources to violate a person's intellectual property, including by using the board's data network and Internet resources to engage in theft of software, music and movies
- Engage in personal use of the board's data network and Internet resources that interferes to any degree with the performance of their job responsibilities
- Use the board's data network and Internet resources for the purpose of carrying out a business enterprise without written authorization from the board, through the Superintendent of Business
- Respond to phishing emails where usernames and passwords are requested
- Use the board's data network and Internet resources for personal, financial or political causes
- Circumvent any security or control measures on the board network including the use of unauthorized Virtual Private Networks (VPN's).

- Use the board's data network and Internet resources for a purpose or in a manner that is inconsistent with the board's legitimate interests
- Intentionally delete emails with informational value to the detriment of legal and statutory Board operations
- Willfully collect, maintain or disclose personal information in contravention of the Municipal Freedom of Information and Protection of Privacy Act.
- Create, transmit, solicit or willingly accept, or store data which is defamatory or harassing towards any individual, contains obscene, indecent, lewd or lascivious material, contains profane language, panders to racism, sexism, any form of discrimination or other material which explicitly or implicitly refers to sexual conduct. including jokes, e-mails, music, videos, sounds, images, GIF's (graphics interchange format) or other electronic forms of information
- Violate any laws or participate in the commission or furtherance of any crime or other unlawful act
- Use Board computer equipment/resources to violate another person's intellectual property, including engaging in the theft of hardware/software, music and/or movies.
- Intentionally deface and/or damage Information Technology equipment
- Develop automations, scripts or viruses, designed to disrupt usage of Information Technology resources.
- Communicate information concerning passwords, identifying codes, personal identification numbers or other confidential information without the permission of its owner or the controlling authority of the school to which it belongs.

8.0 Enforcement

The enforcement of this procedure is the responsibility of all management. When the board suspects a violation of this procedure, it may restrict a user's access to the Board's computer equipment pending completion of an investigation. When the Board finds that a violation of this procedure has occurred, it may result in the imposition of one or more of the following:

- Restrictions on the use of specific Information Technology resources and services
- Suspension of access to all Information Technology resources and services
- Administration of the Progressive Discipline process found in Procedure HR119
- Disciplinary action up to and including expulsion (for students)
- Disciplinary action up to and including termination for employees
- Civil or criminal proceedings.

Use of technology is governed by all relevant federal and provincial laws, and Board's policies and procedures. Activities that are in contradiction of this procedure will be reported to the appropriate level of supervision or management based on the user involved. In addition, the Board may report, or be required to report, suspected violations of the law to law enforcement and will cooperate with all local, national and international law enforcement agencies. The board is not responsible for steps taken by these agencies in the investigation and prosecution of public law.

References:

- Acceptable Use of Information Technology (SO-27)
- Grand Erie District School Board Code of Digital Citizenship (Appendix B)
- SO9 Cyberbullying (SO-9)
- SO11 Progressive Discipline and Promotion of Positive Student Behaviour (SO-11)
- SO12 Code of Conduct (SO-12)
- SO19 Privacy and Information Management (SO-19)
- SO24 Copyright – Fair Dealing Guidelines (SO-24)
- SO105 Privacy Breach Response (SO-105)
- HR103 Duties and Expectations of Teachers (HR-103)
- HR119 Progressive Discipline (HR-119)
- Grand Erie Social Media Guidelines
- *Municipal Freedom of Information and Privacy Protection Act*



Student Acceptable Use of Technology and the Internet Agreement

Background

Technology Resources, which include software, hardware, the Internet and other components, are an important ingredient to each student’s education at our school.

Each student has the privilege of using the Technology Resources and must use them in an acceptable way.

Acceptable Use

As a general rule, students must use Technology Resources, including personal devices, in ways consistent with Provincial and Federal laws as well as consistent with the policies and procedures of the School and the School Board.

PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren’t free or don’t belong to me.
- I will verify the accuracy of online information.

RESPECT

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

School Name	
Student Name	

This is to confirm that I have read the Student Acceptable Use of Computers and the Internet Agreement and will abide by the rules and procedures as outlined.	
Signature of Student	Print Name
Signature of Caregiver	Print Name
Date	

Code of Digital Citizenship



CODE OF DIGITAL CITIZENSHIP

PROTECT + RESPECT

RESPONSIBLE ACTIONS IN A DIGITAL WORLD

PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
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- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

FOR INFORMATION ABOUT DIGITAL CITIZENSHIP, VISIT:

granderie.ca/digitalcitizenship



Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3

519-755-6301 | www.granderie.ca | info@granderie.ca

Ms. Carol Brady

September 9, 2022

Dear Carol:

Re: Special Education Advisory Committee Membership

At the September 8, 2022 Special Education Advisory Committee SEAC meeting the committee accepted your notice of resignation, effective immediately. Carol, we appreciate the years you dedicated to the Grand Erie DSB SEAC and the contributions you made throughout your membership. You will be missed.

We invite you to return to SEAC at some point in the future if your personal situation permits and invite you to remain informed by visiting the Grand Erie DSB Special Education page <https://www.granderie.ca/board/elementary/special-education>.

Yours truly,

Wendy Rose, Chair

Grand Erie DSB SEAC



LDAO SEAC CIRCULAR

June 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. June SEAC activities
2. PAAC on SEAC Funding Resource Guide
3. SEAC recruitment for next term

List of Supplementary Materials:

1. PAAC on SEAC Funding Resource Guide 2022
2. PAAC on SEAC Tip Sheet – Effective Practices for Recruitment of Local Association Members for SEAC

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. June SEAC activities

The PAAC on SEAC Annual Calendar lists the following activities for SEACs in June:

- Make recommendations to Trustees on the 2022-23 Special Education Plan and budget

- Develop a plan for SEAC activities in 2022-23
- Develop draft SEAC annual agenda and goals
- Request Special Education data (including IEP and IPRC) for September meeting

For effective practices in reviewing the Special Education Plan:

www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/section-3-seac-roles-and-responsibilities/3-4-special-education-plan/

For effective practices for planning SEAC goals and activities:

www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/section-3-seac-roles-and-responsibilities/3-2-annual-seac-goals/

2. PAAC on SEAC Funding Resource Guide

To help SEACs understand the Special Education Budget process PAAC on SEAC has updated its comprehensive Funding Resource Guide (attached). On page 5 it states:

It can be difficult for SEACs to determine which expenses should be charged only to special education, and which expenses should be partially or even totally funded from Foundation Grants and other per-pupil funding envelopes.

The Ministry says: “Professionals and para-professionals who provide support for special education, such as psychologists, psychometrists, and speech pathologists, are funded through a combination of the Pupil Foundation Grant, the Special Education Grant, and other supplemental grants”.

If an initiative (such as mental health programming) applies to the entire student population, special education funding should not cover all of the costs.

- SEACs should determine that special education money is spent only on what it should pay for, not on things for which other grants are available.

PAAC has asked the Ministry to clarify which school board expenses should be charged only to special education, and which should be totally or partially paid for with money from other funding envelopes. This is of particular importance for SEACs now that additional funding is meant to cover pandemic-related mental health and reading recovery costs. Ministry staff have said they will respond to PAAC questions after the new Cabinet has been sworn in following the election. Further clarifications will be shared when they are available.

3. SEAC recruitment for next term

With the municipal elections coming up next fall, SEACs will begin a new term. It is important for SEACs to start planning for recruitment to fill any upcoming vacancies. To help with this process PAAC on SEAC has developed a tip sheet with Effective Practices for Recruitment of Local Association Members for SEAC (attached).

Questions? Email Diane Wagner at dianew@LDAO.ca



Waterloo Region District School Board

51 Ardelet Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
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wrdsb.ca

May 9, 2022

The Honourable Stephen Lecce, Minister of Education
Ministry of Education
315 Front Street West, 14th Floor
Toronto, ON, M7A 0B8

Dear Minister Lecce,

At its meeting on April 11, 2022, the Board of Trustees for the Waterloo Region District School Board (WRDSB), agreed to write to you to urge the Ministry of Education (Ministry) to consider making the following amendments to the Suspension/Expulsion reporting requirements:

That the Waterloo Region District School Board write a letter to the Minister of Education requesting that the Suspension/Expulsion, Annual Reports and monthly Suspension/Expulsion reports, be amended to include an in-depth analysis of students with exceptionalities that have been suspended or expelled; and

That this analysis also includes the different types of exceptionalities and the number of students with exceptionalities that have been suspended or expelled;

Minister Lecce, we ask for your consideration of this request, as it will provide an additional level of information that will inform future practices and programs to support students with exceptionalities.

Sincerely,

A handwritten signature in black ink that reads "Scott Piatkowski".

Scott Piatkowski
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC: Special Education Advisory Committees in Ontario Public School Board; Ontario Public Supervisory Officers' Association



June 22, 2022

Honourable Christine Elliott
Minister of Health
5th Floor, 777 Bay Street
Toronto, ON M7A 2J3
Christine.elliott@pc.ola.org

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

Honourable Christine Elliott and Honourable Stephen Lecce,

The Upper Canada District School Board (UCDSB) Special Education Advisory Committee (SEAC) is aware of the process of revision to PPM 81 that has been undertaken by the Ministries. The committee is also aware of the provincial shortage of nursing staff and the impact that this is having on students and families, particularly as it relates to having medical needs met within the school setting.

The UCDSB Special Education Advisory Committee understands that the Regulated Health Professions Act does permit regulated health care professionals to delegate controlled acts to non-regulated individuals. Delegation to staff is not possible within the UCDSB, and many other boards, as the collective agreements do not have provisions to permit this to occur. In situations where regulated health care professionals are delegating controlled acts, UCDSB is in a position of needing to draw upon scarce nursing resources and to fund private nursing. Given the current nursing shortage, it is not always possible to secure private nursing services and alternative arrangements are made directly with families to ensure that the students can safely attend school while having their medical needs attended to. This has included permitting parents/guardians or temporary health care workers employed by families within their homes, following all health and safety measures for the school environment, to come into the schools to perform the controlled acts.

The UCDSB SEAC is concerned with the proposed amendments and a potential expansion in the types of controlled acts that can be delegated to non-regulated education workers. UCDSB is already in a position of not being able to provide service from non-regulated education workers with the current PPM and we do not support assuming the risk to students, staff, and the board.

Beyond the concerns related to collective agreement barriers, we would like to draw attention to other related concerns:



1. Medical procedures that are controlled acts should be performed by duly qualified health care professionals. Schools and boards are not in positions to manage the supervision of controlled acts that are regularly performed in the school setting.
2. Parents and guardians should not be expected to attend at a school to perform medically prescribed procedures as a result of the nursing shortage. Where collective agreements do not permit the delegation of controlled acts to non-regulated education employees, measures must be in place to permit boards to use the traditional method of securing nursing services through the Ministry of Health for school-based nursing.
3. If the intention of the Ministry is to permit the delegation of controlled acts to non-regulated education workers, Boards should have a means of recovering the full cost of private nursing services that are incurred as a result of delegation by a regulated health care professional. In the absence of a cost recovery system, there needs to be a mechanism in place to have the provision of services revert to the Ministry of Health. Private nursing services are costly and can severely impact budgets allocated for special education services. Medical procedures that are controlled acts that need to be performed during the school day for students should be the responsibility of the Ministry of Health and should not negatively impact the education services available for all students with special education needs.
4. While the nursing shortage is not the responsibility of school boards, the delegation of controlled acts by regulated health care professionals places boards, like UCDSB, in direct competition for scarce nursing resources, thereby exacerbating an already challenging situation and placing additional burdens on our families.

We appreciate that discussions are ongoing at the provincial level and between various ministries. We request that the government take immediate action to develop a solution that ensures that all students requiring medical support in the school setting continue to have equitable access to learning and that risk to students, school boards and their employees is minimized.

Sincerely,

John McAllister
Chair of the Board
Upper Canada District School Board

Michel LaBonte
Chair, UCDSB Special Education
Advisory Committee

Cc. Chairs of all Ontario Special Advisory Committees
Ontario Public School Boards' Association (OPSBA)
Parent Associations Advisory Committee (PAAC) on SEAC
John Jordan, MPP of Lanark, Frontenac and Kingston
Steve Clark, MPP of Leeds Grenville, Thousand Islands and Rideau Lakes
Nolan Quinn, MPP of Stormont, Dundas and South Glengarry
Stephanie Sarrazin, MPP of Glengarry, Prescott and Russell

