



Special Education Advisory Committee

January 12, 2023

6:00 p.m.

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 | | | | |
| (a) Welcome/ Land Acknowledgement Statement | | | √ | W. Rose |
| (b) Roll Call | | | √ | W. Rose |
| (c) Agenda Additions/ Deletions/ Approvals | | √ | √ | W. Rose |
| LEARN | | | | |
| B-1 Timed Items | | | | |
| (a) Thank you – Principal Leader of Special Education | √ | | | L. Thompson |
| (b) Election – Chair and Vice-Chair of SEAC January 2023 | √ | | | L. Thompson |

Learn Lead Inspire



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| Item | Info. | Dia. | Res. | Responsibility |
|--|-------|------|------|-------------------------|
| LEAD | | | | |
| C-1 Business Arising from Minutes and/or Previous Meetings | | | | |
| (a) Ratification of Minutes December 8, 2022* | | | √ | Chair |
| (b) SEAC Final Terms of Reference* | √ | | | J. Hooper |
| (c) | | | | |
| (d) | | | | |
| LEARN | | | | |
| D-1 New Business | | | | |
| (a) Research project – Lansdowne pilot project | √ | √ | | F. Lainson |
| (b) AAC Devices and the SEA Process (April 2023) | √ | √ | | F. Lainson |
| (c) 2023-24 School Year Calendar* | √ | | | J. Hooper |
| (d) | | | | |
| LEAD | | | | |
| E-1 Other Business | | | | |
| (a) Grand Erie’s Special Education Plan – Standard 5 – Identification, Placement and Review Committee* Appendix D* | √ | √ | | F. Lainson, L. Sheppard |

Learn Lead Inspire



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| | | | | |
|---|---|---|--|-------------------------|
| (b) Grand Erie's Special Education Plan – Standard 10 – Individual Education Plan* Appendix E.F* | √ | √ | | F. Lainson, L. Sheppard |
| (c) Kick Start | √ | | | J. Hooper |
| (d) Anti-Sex trafficking | √ | | | J. Hooper |

| Item | Info. | Dia. | Res. | Responsibility |
|---|-------|------|------|----------------|
| INSPIRE | | | | |
| F-1 Standing Items | | | | |
| (a) Policies Out for Comment There are currently no policies out for review. | √ | | | Chair |
| (b) Reminder Policy Feedback available Jan. 17 th https://www.granderie.ca/board/about/bylaws-policies-procedures-protocols | √ | | | |



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| Item | Info. | Dia. | Res. | Responsibility |
|--|-------|------|------|----------------|
| LEARN LEAD INSPIRE | | | | |
| G-1 Information Items | | | | |
| (a) Reminder of Kindergarten registration https://www.granderie.ca/kindergarten | √ | | | J. Hooper |
| (b) Reminder of French Immersion Registration https://www.granderie.ca/board/programsandlearning/kindergarten/french-immersion-kindergarten-registration | √ | | | J. Hooper |
| (c) GEPIC speaker line-up | √ | | | J. Hooper |
| (d) IEAC speaker line-up https://www.granderie.ca/board/programsandlearning/indigenous-education | √ | | | J. Hooper |
| LEARN LEAD INSPIRE | | | | |
| H-1 Community Updates | | | | |
| (a) | | | | |
| | | | | |
| LEARN LEAD INSPIRE | | | | |
| I-1 Correspondence | | | | |
| (a) Letter to Minister Lecce from Dufferin-Peel DSB re. Ontario's Plan to Catch Up* | √ | | | Chair |

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January 12, 2023

6:00 p.m.

MS Teams Virtual Meeting

AGENDA

| | | | | |
|---|---|--|--|-------|
| (b) Letter to Minister Lecce from Durham DSB re. SIP funding* | √ | | | Chair |
| (c) Ministry Memo to School Boards re. EQAO results & Plan to Catch Up* | √ | | | Chair |
| (d) LDAO Circular – November 2022* | √ | | | Chair |

| Item | Info. | Dia. | Res. | Responsibility |
|---|-------|------|------|----------------|
| INSPIRE | | | | |
| J-1 Future Agenda Items and SEAC Committee Planning | | | | |
| (a) Suspension, Expulsion and Exclusion Data 2021-22 for Students with Special Education Needs (Feb 2023) | | | | |
| (b) Equity Work – Gathering the Voices of Students with Special Education Needs and their Families (Feb 2023) | | | | |
| (c) Communication Practices Between Home and School (Mar 2023) | | | | |
| (d) A Day in the Life of the Learning Resource Teacher (Mar 2023) | | | | |
| (e) OSSTF Inclusion Symposium – Summary Report (present when it arrives) | | | | |
| (f) Street Data – Summer Programs (May 2023) | | | | |
| (g) OnSIS Data for Students with Special Education Needs (Feb 2023) | | | | |
| (h) Orientation for new SEAC members | | | | |

Learn Lead Inspire



Special Education Advisory Committee

January 12, 2023

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MS Teams Virtual Meeting

AGENDA

| | | | | |
|---------------------------------------|---|--|---|-------|
| K-1 Next Meeting | | | | |
| Thursday, February 2, 2023 MS Teams | √ | | | Chair |
| L-1 Adjournment | | | | |
| Meeting adjourned at p.m. | | | √ | Chair |

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

SEMT Special Education Management Team

AGENDA ITEM(S)

Standing:

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



Special Education Advisory Committee

Thursday December 8, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

| | |
|-------------------------------------|---|
| Chair: | W. Rose, Community Representative |
| Community Reps: | B. Bruce C. Gilman K. Kelly K. Jones C. Stefanelli L. Nydam S. Gibson T. Waldschmidt |
| Trustees: | J. Hertel, Information Technology |
| Grand Erie Staff: | J. Hooper, Principal Leader Mental Health and Well-being F. Lainson, Program Co-ordinator Specialized Services J. Roberto, Director of Education L. Sheppard, Applied Behaviour Analysis Coordinator L. Thompson, Superintendent of Education J. White, Principal Leader Specialized Services L. Boswell, Community Navigator, Contact Brant L. DeJong, Social Worker, Lansdowne Children's Centre P. Bagchee, Manager, Mental Health and Well-Being T. Buchanan, Community Living Brant M. Gatopoulos, Community Rep Trustee Whiton |
| Organizations/ Agencies: | |
| Absent with Regrets: | |
| Recording Secretary: | J. Valstar, Executive Assistant to the Superintendent of Education |

A - 1 **Opening**

(a) **Welcome / Land Acknowledgment Statement**

Chair Rose called the meeting to order at 6:06 p.m. and read the Land Acknowledgement Statement.

(b) **Roll Call/Reminder of Livestream on YouTube**

The Livestream was delayed due to technical difficulties.

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

Moved by: L. Boswell

Seconded by: K. Jones

THAT the December 8, 2022 Agenda be approved, as presented.

Carried

B - 1 **Timed Items**

(a) **Welcome to new SEAC members**

Chair Rose introduced the three new SEAC members and informed them of the orientation meeting that will take place.

(b) **New member applications from Autism Ontario and H-N REACH**

Chair Rose and Superintendent Thompson will review.

(c) **SEAC Chair/Vice-Chair Election Process for January 2023**

Superintendent Thompson explained the process for SEAC Chair and Vice-Chair nominations elections that will take place at the January 12, 2023 meeting.



Special Education Advisory Committee

Thursday December 8, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

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

(a) **Approval of Minutes November 3, 2022**

Presented as printed.

Moved by: L. Nydam

Seconded by: L. Boswell

THAT the Minutes dated November 3, 2022 be approved, as presented.

Carried

(b) **SEAC Final Terms of Reference**

To be reviewed at the January 12, 2023 meeting.

(c) **Letter re. Project SEARCH**

Presented as printed.

Moved by: L. Nydam

Seconded by: K. Jones

THAT SEAC's letter regarding Project SEARCH be sent to Minister Lecce.

Carried

D - 1 **New Business**

(a) **Review of letters of intent and resignations for SEAC membership 2022-26**

E - 1 **Other Business – Nil**

F - 1 **Standing Items**

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

(b) **Trustee Updates – Nil**

(c) **Chair/Vice-Chair Items - Nil**

G - 1 **Information Items - Nil**

H - 1 **Community Updates - Nil**

I - 1 **Correspondence - Nil**

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

(a) **ONSIS Data for Students with Special Education Needs**

(b) **Suspension, Expulsion and Exclusion Data 2021-22 for Students with Special Education Needs**

(c) **Equity Work – Gathering the Voices of Students with Special Education Needs and their families**

(d) **Communication Practices Between Home and School**

(e) **A Day in the Life of a Learning Resource Teacher**

(f) **Research Project – Lansdowne Pilot Project**



Special Education Advisory Committee

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MINUTES

- (g) **OSSTF Inclusion Symposium – Summary Report**
- (h) **AAC Devices and the SEA Process**
- (i) **Street Data – Summer Programs**
- (j) **Orientation Meeting for New Members**

K - 1 Next Meeting

Thursday January 12, 2023 at 6:00 p.m., MS Teams Virtual Meeting.

L - 1 Adjournment

The SEAC portion of the meeting was adjourned at 6:20 p.m. in order to join Shelley Moore's presentation on Inclusion by Design.

DRAFT



Special Education Advisory Committee (SEAC) Terms of Reference

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

1.0 Purpose of the Committee

The Special Education Advisory Committee makes recommendations to the Board of Trustees 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 if conducted face-to-face, or available via a live electronic link if held virtually.

2.0 Committee of the Composition/Selection Committee

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 member representing the interests of Indigenous students, must be:
- qualified to vote for members of the Board of Trustees, and
 - a resident within the jurisdiction of the school board

A person is not eligible to be a member of SEAC if they are employed by the board.

- 2.2 One representative from no more than twelve local associations appointed by the Board of Trustees. Local Association is defined as an association or organization of parents that operates locally within the area of jurisdiction of the school 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 of Trustees 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 member representing the interests of Indigenous students and one alternate.
- 2.6 The total number of members of SEAC should not exceed 20.

3.0 Term of Appointment

- 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 Specialized Services shall commence a recruitment process for a new roster of SEAC members. All current SEAC members will be involved in



Special Education Advisory Committee (SEAC) Terms of Reference

this process and will submit a proposed roster to the Board of Trustees for approval by the November board meeting.

- 3.3 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.
- 3.4 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 Specialized Services.
 - (b) If the SEAC member representing the interests of Indigenous students vacates their position, the Superintendent responsible for Specialized Services will liaise with the Indigenous Community to find a replacement.
 - (c) If any Community Representative SEAC member vacates their position, the Superintendent responsible for Specialized Services will review previous applications, and if necessary, initiate a recruitment process.
 - (d) New recruits will be recommended by the Superintendent of Specialized Services to the Board of Trustees as a member of SEAC.
- 3.5 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 **Duties or Responsibilities (Roles) of the Special Education Advisory Committee**

4.1 **The Role of the Board of Trustees**

- Provide the opportunity to the committee to participate in the school board's annual review of its Special Education Plan.
- Provide the opportunity to the committee to participate in the school board's annual budget process as it relates to special education.
- Provide the opportunity to the committee to review the financial statements of the school board as they relate to special education.
- Appoint trustees and alternates.
- Provide the opportunity for SEAC to be heard before the Board of Trustees and any other committee of the Board to which a recommendation is referred.

4.2 **The Role of SEAC Members**

- Attend regular meetings.
- If a SEAC member is unable to attend a meeting, that member needs to notify their alternate, if there is one in place, and the Recording Secretary for SEAC. If their 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.
- 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 3.4.



Special Education Advisory Committee (SEAC) Terms of Reference

- 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 Specialized Services.
- To be well informed about the role of SEAC and expectations set out for SEAC by legislation.
- To acquire and maintain a working knowledge of the special education programs and services provided by the school board.
- In the case of members representing local organizations, to effectively represent 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.
- To represent the interests of all students of the school board receiving special education programs and services from the perspective they bring as parent/caregiver and/or community partner.
- To be respectful, responsible, build positive relationships and to act with integrity in keeping with the values of the school board.
- In the interest of avoiding a 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.

4.3 **The Role of School Board Personnel**

- The Executive Assistant to the Superintendent responsible for Specialized Services, attends SEAC meetings to record the minutes of SEAC and to produce and distribute minutes and agendas.
- The Superintendent responsible for Specialized Services will attend SEAC meetings to provide information on special education programs and services.
- The Superintendent of Business 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.
- The Principal-Leader of Specialized Services will attend SEAC meetings on a regular basis and may act as alternate to the Superintendent of Specialized Services if the Superintendent is unable to attend a scheduled meeting.
- Other school board personnel will be made available to SEAC to address their area of expertise in the board.
- School board personnel do not vote at SEAC.

5.0 **Meetings**

- 5.1 Meetings shall occur a minimum of ten times per year excluding July and August. Meetings may occur by electronic means. All meetings are open to the public.
- 5.2 Minutes will be taken at all meetings and distributed to members. Once approved by members of SEAC, minutes will be shared with the Board of Trustees.
- 5.3 Recommendations from SEAC to the Board of Trustees can occur at any time providing a majority of SEAC members approve the recommendation.



Special Education Advisory Committee (SEAC) Terms of Reference

- 5.4 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 of Trustees.
- 5.5 Every member present at a meeting, or their alternate when attending a meeting in their place, is entitled to one vote.
- 5.6 Guests: Alternate members of SEAC are considered guests if they are not attending in the place of the SEAC member. Members of the public are considered guests.
- (a) SEAC welcomes guests to attend all meetings. Guests may watch and listen to the meetings but may not ask questions or provide comments.
 - (b) Guests will be seated away from the table if attending in person. Guests may watch and listen to SEAC meetings in the gallery seating of the board room (face-to-face meetings) or via an electronic link (virtual meeting).
- 6.0 **Reporting**
- 6.1 The draft minutes will be reviewed by the Chair before distribution. Agendas will be developed by the Superintendent responsible for Specialized Services 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 A recommendation made by SEAC to the Board of Trustees requires a mover and a seconder.
- 6.3 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.



2023-24 SCHOOL YEAR CALENDAR

ELEMENTARY



| | 1st Week | | | | | 2nd Week | | | | | 3rd Week | | | | | 4th Week | | | | | 5th Week | | | | |
|-----------|----------|---|---|---|---|----------|----|----|----|----|----------|----|----|----|----|----------|----|----|----|----|----------|----|----|----|----|
| | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| September | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| | | | | | B | H | | | | | | | | | P | | | | | | | | | | |
| October | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | | | |
| | | P | | | | H | | | | | | | | | | | | | | | | | | | |
| November | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | |
| | | | | | | | | | | P | | | | | | | | | | | | | | | |
| December | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | | | | | | | | | | | | | | | B | B | B | B | H |
| January | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 | | |
| | B | B | B | B | B | | | | | | P | | | | | | | | | | | | | | |
| February | | | | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | |
| | | | | | | | | | | | | | | | | H | | | | | | | | | |
| March | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | | | | | B | B | B | B | B | | | | | | | | | | H |
| April | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | | | |
| | H | | | | | | | | | | | | | | P | | | | | | | | | | |
| May | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | | | | | | | | | | | H | | | | | | | | | |
| June | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | | | | | |
| | P | | | | | | | | | | | | | | | | | | | P | | | | | |

H School Holiday **P** Professional Activity **B** Board Designated Holiday

The 2023-24 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days. The first day of school for all students will be Tuesday, September 5, 2022.

Sept. , 2023: Health and Safety Protocols; Learning Recovery
Oct. , 2023: Early Reading and Math; Student Mental Health & Well-Being
Nov. , 2023: Curriculum & Assessment (Parent Interviews)

Jan. , 2024: Elementary – Curriculum & Assessment (Report Card Writing)
April , 2024: Supporting All Students; Cyber-Protection (Anti-Sex Trafficking)
June , 2024: Curriculum & Assessment (Report Card Writing)



2023-24 SCHOOL YEAR CALENDAR

SECONDARY



| | 1st Week | | | | | 2nd Week | | | | | 3rd Week | | | | | 4th Week | | | | | 5th Week | | | | |
|-----------|----------|---|---|---|---|----------|----|----|----|----|----------|----|----|----|----|----------|----|----|----|----|----------|----|----|----|----|
| | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| September | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| | | | | | B | H | | | | | | | | | P | | | | | | | | | | |
| October | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | | | |
| | | P | | | | H | | | | | | | | | | | | | | | | | | | |
| November | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | |
| | | | | | | | | | | P | | | | | | | | | | | | | | | |
| December | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | | | | | | | | | | | | | | | B | B | B | B | H |
| January | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 | | |
| | B | B | B | B | B | | | | | | | | | | | | | | E | E | E | E | E | | |
| February | | | | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | |
| | | | | P | P | | | | | | | | | | | H | | | | | | | | | |
| March | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | | | | | B | B | B | B | B | | | | | | | | | | H |
| April | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | | | |
| | H | | | | | | | | | | | | | | P | | | | | | | | | | |
| May | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | | | | | | | | | | | H | | | | | | | | | |
| June | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | | | | | |
| | | | | | | | | | | | | | | | E | E | E | E | E | P | | | | | |

H School Holiday
 P Professional Activity Day
 E Examinations
 B Board Designated Holiday

The 2023-24 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days. The first day of school for all students will be Tuesday, September 5, 2022.

Sept. , 2023: Health and Safety Protocols; Learning Recovery
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Nov. , 2023: Curriculum & Assessment (Parent Interviews)

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April , 2024: Supporting All Students; Cyber-Protection (Anti-Sex Trafficking)
June , 2024: Curriculum & Assessment (Report Card Writing)

Standard 5: THE IPRC PROCESS AND APPEALS

The purpose of the standard is to provide details of the Board's Identification, Placement and Review Committee(s) (IPRC) process to the ministry and the public.

Statement of Purpose and Responsibility:

Regulation 181/98 requires that all school boards establish one or more Identification, Placement and Review Committees (IPRCs). The IPRC meets and decides if a student should be identified as an exceptional pupil and if so, the placement that will best meet the student's needs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board, or a designate assigned to act in the place of the principal or supervisory officer. A school board trustee may not be on the IPRC.

Committee Composition

Grand Erie DSB uses three levels of Identification, Placement and Review Committees (IPRCs):

- School Level
- Area Level
- System Level

| Level | Membership | Jurisdiction |
|--------|---|--|
| School | <ul style="list-style-type: none"> ■ The principal (of the school) – Chair* ■ The LRT of the school ■ The classroom teacher or other teacher | <ul style="list-style-type: none"> ■ review of original identification ■ review of original "regular class" placements ■ recommendation for placement in a Demonstration School for a student who is already identified as exceptional |
| Area | <ul style="list-style-type: none"> ■ one principal (from the area) - Chair** ■ another principal or Vice-Principal (or designate) ■ a Teacher Consultant-Special Education (for the area) | <ul style="list-style-type: none"> ■ original identification ■ original "regular class" placements ■ placements in area special classes ■ review of placements in area special classes ■ original identification and placement of complex cases |
| System | <ul style="list-style-type: none"> ■ Superintendent, Principal-Leader of Special Education or designate – Chair*** ■ The Program Coordinator for Special Education ■ a Teacher Consultant-Special Education (for the area) | <ul style="list-style-type: none"> ■ original identification and placement of complex cases ■ placement of students in system special classes ■ review of placements in system special classes ■ referral to Provincial Schools |

* The chair of the school level IPRC is the principal of the home school. If the principal is unable to attend, a principal from another school and/or a supervisory officer must attend, as a vice-principal cannot be the sole principal representative on an IPRC.

** The chair of the Area level IPRC is a principal other than the principal of the school in which the student is enrolled.

*** The chair of the system level IPRC is Superintendent, Principal-Leader Special Education or designate.

In addition to the three people that constitute an IPRC, other people may attend an IPRC meeting, including the principal of the home school, resource people, such as the student's teacher or board support staff, a parent/guardian or the student (if over 16 years of age) and/or a parent representative. The parent/guardian and, where the pupil is over 16, the pupil, are entitled to be present and participate in the discussions about the pupil and to be present when the committee's identification and placement decisions are made.

Committee Operating Procedures and Scope

The Scope for each level of IPRC is, as follows:

1. School level IPRCs review an original identification and review an original placement if the placement was "regular class". A School level IPRC may also recommend placement of a student who is already identified as an exceptional student with a Learning Disability at a Demonstration School.
 2. Area level IPRCs determine the original identification of a student. They also determine the original "regular class" placements and placements in area special classes. Area IPRCs also review placement in area special classes. In addition, they will determine the original identification and placement of complex cases.
 3. System level IPRCs determine the placement of students in system special classes. They also review placements in system special classes. System level IPRCs also make referrals to Provincial schools and determine original identification and placement of complex cases.
- Principals may, upon written notification to the parent/guardian, and must, at the written request of the parent/guardian, refer a student to an Identification, Placement and Review Committee (IPRC).
 - Identifications are made in accordance with Ministry policy and regulations. In order to be identified as an "exceptional pupil" a student must meet the criteria for the exceptionality and, in most circumstances, must require modifications of program.
 - School level IPRCs have one option for placement – regular class.
 - Area level and System level IPRCs have two options for placement – regular class or special class.
 - Discussions about a student's Individual Educational plan, and other program options, may occur at a meeting of the IPRC. This discussion should include a description of the student's strengths and needs. The decision-making of the IPRC is restricted to the student's identification and placement and includes identifying the next date for a review.
 - Notification to parents/guardians and other parties about the date, time, and location of the IPRC is the responsibility of the principal of the home school and must be provided 10 days in advance of the IPRC.
 - Minutes of the IPRC will be completed by the Chair and will include a checklist indicating the decision about identification and placement. Minutes must be filed at the school in the Ontario Student Record (OSR).
 - Communication of IPRC decisions to parents/guardians and to area/central files should occur as follows:
 - School Level IPRC – the home school principal communicates in writing to the parent/guardian
 - Area Level IPRC – the principal who chaired the IPRC communicates in writing to parent/guardian, and to schools
 - System Level IPRC – Principal-Leader Special Education or designate communicates in writing to parent/guardian, and to schools.

Role of the Board

The Grand Erie District School board shall establish one or more committees for the Identification and Placement of exceptional students, determine the jurisdiction of each committee and establish the manner in of selecting the chair of the committee. The board shall direct administration to select individuals who meet the requirements of the members set out by the board.

The Board shall appoint three or more persons to each committee that it establishes. The board shall appoint as one of the members of each committee:

- a principal employed by the board
- a Supervisory Officer employed by the board

The Board shall direct administration to ensure that individual membership on each IPRC meets the requirements as set out by the board.

The Board shall prepare a guide (A Parent/Guardian Guide to Special Education) for the use and information of parents/guardians and pupils that provides information concerning:

- the function of the IPRC and the IPRC review
- the procedure for identifying a student as exceptional and for deciding the student's placement
- the IPRC's duty to describe the strengths and needs of the student
- the IPRC's duty to include the student's exceptionality and the category and definition of that exceptionality in its statement of decision
- the function of a special education appeal board and the parent's/guardian's right to appeal the decision of the IPRC to such a board
- the names, addresses and telephone numbers of the Provincial and Demonstration schools
- whether and to what extent the school board purchases special education programs from another school board
- a list of local organizations eligible to be on a Special Education Advisory Committee (SEAC)
- the information that an IPRC placement decision cannot be implemented unless a parent/guardian has consented to the decision or has not filed a notice of appeal within the required time limit.

At least once per year, all parents/guardians shall be informed by means of an item in the school newsletter, or by other appropriate means, of the availability of the Parent's/Guardian's Guide to the IPRC process. At the same time, parents/guardians shall also be informed of their right to request that their child be referred for an IPRC review. A copy of the **Identification Placement and Review Committee** document (Appendix D) and **Individual Education Plan** document are shared with parents (Appendix E).

The Board shall ensure that copies of the guide are available at each school in the Board's jurisdiction and at the Board's head office and shall provide a copy to the appropriate district office of the Ministry.

Number of IPRC referrals for the school year 2021-22: 171

Number of IPRC reviews for the school year: 2021-22:1632

Number of IPRC appeals for the school year: 2021-22: 0

If the I.P.R.C. has identified your child as an exceptional pupil and you have agreed with the I.P.R.C. identification and placement decision, the Board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (I.E.P.) for your child.

What about reviewing the I.P.R.C.?

A review meeting will be held within one year unless the parent notifies the principal in writing that they wish to waive the annual review. The parent may request a review meeting at any time after a placement has been in effect for three months, but the request may not be made more often than once in every three month period.

This review will consider the same types of information that were originally considered. With your written permission (request for review), the I.P.R.C. conducting the review will consider the progress your child has made in relation to the I.E.P. The I.P.R.C. will review the placement and identification decisions and decide whether they should continue or whether a different decision should now be made.

What can parents do if they disagree with the I.P.R.C. decision?

If you do not agree with either the identification or placement decision made by the I.P.R.C., you may

- within 15 days of receipt of the decision, request that the I.P.R.C. hold a second meeting to discuss your concerns: or
- within 30 days of receipt of the decision, file a notice of appeal with the Grand Erie District School Board.

If you do not agree with the decision after the second meeting, your may file a notice of appeal within 15 days of your receipt of the decision. If you do not consent to the I.P.R.C. decision and you do not appeal it, the Board will instruct the principal to implement the I.P.R.C. decision.

How do I appeal an IPRC decision?

If you disagree with the I.P.R.C.'s identification of your child as exceptional or with the placement decision of the I.P.R.C., you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Grand Erie District School Board.

The notice of appeal must indicate the decision with which you disagree and include a statement that sets out your reasons for disagreeing.

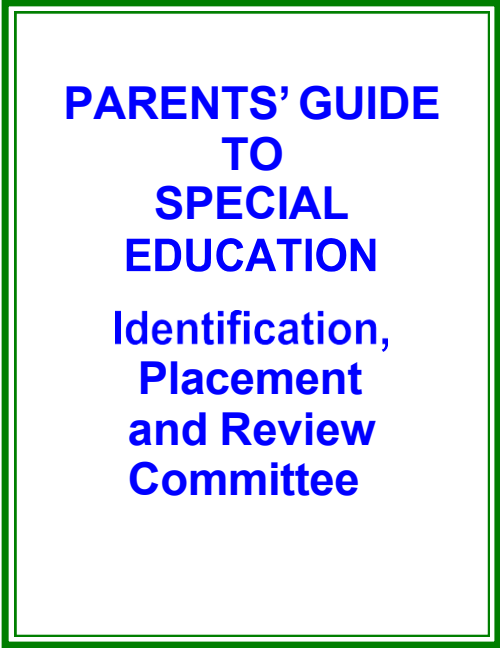
What organizations are available to assist parents?

- [Association for Bright Children of Ontario](#)
- [Association for Community Living](#)
- [Autism Society of Ontario](#)
- [Canadian Hearing Services](#)
- [Down Syndrome Association of Ontario](#)
- [Tourette Syndrome Association of Canada](#)

Where can parents obtain additional information?

- the school principal
- [the Grand Erie District School Board](#)

Superintendent of Special Education Services
(519) 756-6301



**GRAND ERIE
DISTRICT SCHOOL BOARD**

Exceptional Pupils and Special Programs

Who is an exceptional pupil?

The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program”.

Who decides that a pupil is exceptional?

The identification is made by a Board-appointed Identification, Placement and Review Committee. For ease of reference this Committee is known as an I.P.R.C. They will

- identify if your child is an “exceptional pupil” based on the above categories.
- determine the placement or setting in which your child’s special education program will be delivered.
- review that placement at least once a year.

What is a special education program?

A special education program is a program that

- is based on and modified by the results of continuous assessment and evaluation.
- includes an Individual Education Plan (I.E.P.) containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

What placements are offered?

Special education programs are designed for the individual and will be carried out in the regular classroom setting with special services brought to the child. At times, the student may be withdrawn for part of the day. A small percentage of exceptional pupils may require specialized class settings on a full or part-time basis.

How is an IPRC requested?

The principal of your child’s school

- must request an I.P.R.C. meeting for your child upon receiving your written request;
- may, with written notice to you, refer your child to an I.P.R.C. when the principal and the child’s teacher(s) believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the I.P.R.C. will meet.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils, 16 years of age or older, to be present at and participate in all Committee discussions about your child, and to be present when the Committee’s identification and placement decisions are made.

Who else may attend an IPRC meeting?

- the principal of your child’s school;
- other resource people such as your child’s teacher, special education staff, board support staff or the representative of an agency who may provide further information or clarification;
- your representative, that is, a person who may support you or speak on behalf of you or your child;
- an interpreter, if one is required.

What information will parents receive about the IPRC meeting?

At least 10 days prior to the meeting, the Chair of the I.P.R.C. will provide you with written notification of the date, time and place of the meeting and an invitation to attend. You are an important partner in considering your child’s placement. This letter will also ask you to indicate whether or not you will attend.

Before the I.P.R.C. meeting occurs, you will receive a written copy of any information about your child that the Chair of the I.P.R.C. has received. This may include the results of assessments or a summary of information.

What happens at an I.P.R.C. meeting?

The Chair introduces everyone and explains the purpose of the meeting. The Committee will review all available information about your child and may discuss any proposal that has been made about a special education program or special education services for the child.

You are encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the Committee will make its decisions.

What will the I.P.R.C.’s written statement of decision include?

- whether the I.P.R.C. has identified your child as “exceptional”;
- the categories and definitions of any exceptionalities identified;
- a description of your child’s strengths and needs;
- the I.P.R.C. placement decision;
- the I.P.R.C.’s recommendations, if any, regarding a special education program and special education services
- the reasons for the decision that the pupil should be placed in a special education class, if applicable.

What happens after the I.P.R.C. has made its decision?

If you agree with the I.P.R.C. decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions.

Ministry of Education Provincial and Demonstration Schools

The ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

School for the Blind and Deaf-Blind

W. Ross Macdonald School

350 Brant Avenue
Brantford, ON N3T 3J9
(519) 759-0730

Schools for the Deaf

Ernest C. Drury School

255 Ontario Street, South
Milton, ON L9T 2M5
(905) 878-2851
TTY: (905) 878-7195

Robarts School

1090 Highbury Avenue
London, ON N5Y 4V9
(519) 453-4400 [TTY same]

Sir James Whitney School

350 Dundas Street, West
Belleville, ON K8P 1B2
(613) 967-2823 [TTY same]

Schools for Students with ADHD and Severe Learning Disabilities

Amethyst School

1090 Highbury Avenue
London, ON N5Y 4V9
(519) 443-4408

Schools for Students with ADHD and Severe Learning Disabilities (cont'd.)

Sagonaska School

350 Dundas Street, West
Belleville, ON K8P 1B2
(613) 967-2830

Trillium School

347 Ontario Street, South
Milton, ON L9T 3X9
(905) 878-8428

Centre Jules-Leger

281 rue Lanark
Ottawa, ON K1Z 6R8
(613) 761-9300
TTY: (613) 761-9302 and 761-9304

Special Education Programs and Services provided by the Grand Erie District School Board

The Grand Erie District School Board provides a range of placement options for exceptional pupils including regular class placements and special education class placements. Special education classes providing a variety of appropriate programs for exceptional pupils are available.

Grand Erie District School Board Special Education Plan

Standard 10: INDIVIDUAL EDUCATION PLANS (IEP)

The purpose of the standard is to inform the ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

Grand Erie strives to plan an educational program for a student with special education needs through communication among:

- School Team members
- Parents/guardians
- School board and community professionals involved with the student
- The student (where appropriate)

IEP development is a collaborative process that is usually initiated by the school, after collection of observation and assessment data that reveals some difficulty accessing the curriculum. Parents may inquire about the initiation of an IEP through their child's classroom teacher, the Learning Resource Teacher, or the school principal.

While each school has an individual process for IEP development and implementation, in general the Learning Resource Teacher coordinates the development of the IEP while the classroom teacher is responsible for decisions related to program planning. The principal monitors overall implementation.

School staff participate in consultation with parents/guardians and students at various phases in the process. Consultation may take the form of a letter requesting input, a phone call, a meeting, or other appropriate informal or formal consultation methods. An IEP information brochure called *Individual Education Plan (IEP) – A Guide for Parents* is available for schools to share with families and is found in Appendix of this document.

The IEP process follows five phases:

- Gathering information
- Setting the direction
- Developing the IEP to include the student's special education program and services
- Implementing the IEP
- Reviewing and updating the IEP

The Individual Education Plan is divided into the following sections:

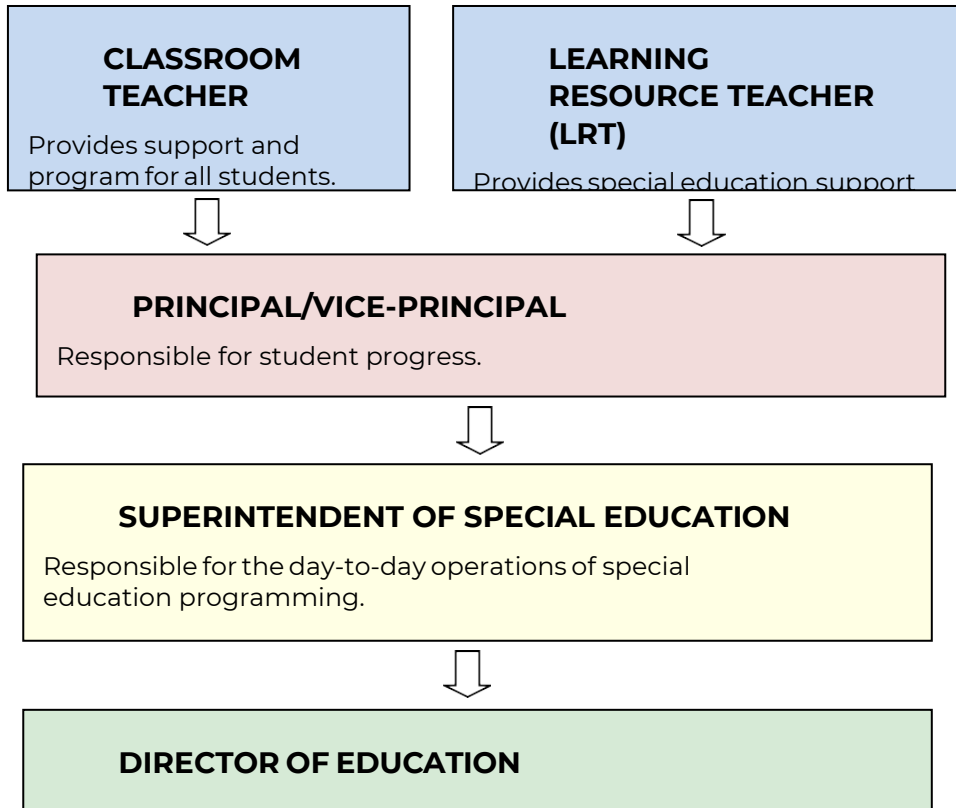
- i) Identification
 - Reason for development of the IEP
 - Placement information
 - IEP completion date
 - IEP revision date
 - Student Profile
 - Ontario Education Number (OEN)
 - Exceptionality
 - IPRC Placement Decision (as applicable)
 - IEP Development Team
 - Assessment
 - Relevant Educational & Clinical Assessment Data

- Strengths
 - Needs
 - Health Support Services
 - Accommodations
 - Instructional Accommodations
 - Environmental Accommodations
 - Assessment Accommodations
- ii) Human Resources
- iii) Equipment
- iv) Provincial Assessments
- Permitted Accommodations
 - Exemptions from Provincial Assessment
- v) Elementary Program Exemptions
- vi) Secondary compulsory course substitutions
- vii) Program Areas
- Modified Programs
 - Accommodations
 - Alternative Programs
 - Baseline Level of Achievements
 - Annual Program Goal
 - Learning Expectations, Teaching Strategies and Assessment Methods
 - Teaching Strategies
 - Strengths/Areas for Improvement/Next Steps
- viii) Transition Plan
- ix) Sources consulted in the Development of the IEP
- x) Parent/Student Consultation
- xi) Staff Review & IEP Updating

A blank IEP template showing each of the above sections is found in Appendix G of this Special Education Plan.

The IEP is a working document that is adjusted to match assessment data on an ongoing basis. It is reviewed and updated at the beginning of each reporting period in response to assessment from the previous term/semester. The IEP process is cyclical and involves repeated review, evaluation, and adjustment. There should be a clear link between the learning expectations outlined in the IEP and the Progress Report and Provincial Report Card.

Collaboration between school staff and parents is essential. When parents have questions or concerns about their child's Individual Education Plan, or special education programming, these are best addressed at the school level, always beginning with the classroom teacher or learning resource teacher. If a parent feels that their question or concern has not been adequately addressed, they should then discuss the issue with the school principal. The Superintendent of Special Education is also able to assist with unresolved concerns and can be contacted at the Education Centre (519-756-6301).



Teacher Consultants for Special Education are assigned to specific schools and work directly with school staff to provide special education support. The Principal Leader for Special Education provides system support for special education programs and services. These staff are also available to assist parents with questions or concerns related to a student's Individual Education Plan. A school principal may arrange a meeting between parents, school staff, system staff, and/or the Superintendent of Special Education in order to seek a mutual understanding.

Parents may not agree with everything in an IEP, or the focus may differ from their requests. Schools are responsible for establishing a program that best suits a child's strengths and needs while at school. The school principal is ultimately responsible for the initiation, implementation, and review of the IEP and ensuring that the parent is consulted in its development. The principal is not obliged to accept every parental suggestion but must give appropriate consideration to requests. The principal should provide reasons for not including parental requests in the IEP. If parents disagree with significant aspects of the IEP, they may request a meeting with appropriate school and board staff.

If all attempts at dispute resolution related to the IEP have been unsuccessful, a parent may contact the Ministry of Education for clarification or assistance. The Office of the Ombudsman of Ontario may also assist. The Ontario Ombudsman oversees all aspects of public education in Ontario and can help with unresolved complaints or investigate systemic issues. Parents can fill out an online complaint form with the Office of the Ombudsman of Ontario, call 1-800-263-1830, or email for assistance at info@ombudsman.on.ca.

Many organizations are available to support you in understanding the I.E.P. and/or to provide additional resources. The principal of your school can provide the names of the organizations that serve your area. This information is also available in the Special Education Advisory Committee's brochure, available at your local school. Resources for IEPs. Found on the Ministry of Education website.



www.edu.gov.on.ca

Grand Erie District School Board

Superintendent of Education – Special Education
Principal-Leader of Special Education
Program Coordinator of Special Education
Applied Behaviour Analysis Coordinator – Special Education

519-756-6301 Ext 281122
519-754-1606 Ext 287214
519-756-6301 Ext 287217

**INDIVIDUAL
EDUCATION
PLAN (I.E.P.)**

A Guide for Parents



Why Does a Student Have an IEP?

What is an I.E.P.?

A written plan that:

- Describes the special education programs and services your child needs to be successful.
- Lists your child's strengths and needs affecting his/her learning.
- Records supports and services that help your child learn and demonstrate learning.
- Identifies expectations that are changed (modified) from your child's age-appropriate grade level.
- Identifies alternative expectations in program areas that differ from the Ontario curriculum. (i.e. social skills, personal care etc.)
- Includes a transition plan for all students who have an IEP, whether identified as exceptional by an IPRC or not, for a variety of contexts that may include: entry to school, between grades, movement from elementary to secondary, movement from secondary to post-secondary, etc.

Every student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC) must have an I.E.P.

Students who are not formally identified as exceptional but who require a special education program and/or services have an I.E.P. when:

- The School's principal decides that the student will be assessed using modified expectations and/or
- The student regularly needs supports and services (accommodations) for instruction or assessment.

What is my role as a parent?

- Take part in developing the I.E.P. by providing up-to-date information about your child's strengths and needs.
- Practice skills at home that your child is learning at school.
- Share information about skills your child has learned at school and has transferred to home and the community.
- Maintain open communication with your child's school.
- Ask questions.

What can I expect from the school regarding the I.E.P.?

- A copy of the I.E.P. (within 30 school days of the initial IPRC, change of placement or placement in September).
- That the I.E.P. is written in clear, plain language.
- Ongoing participation in the I.E.P. process.
- Being informed of meeting times, and the topics to be discussed at your child's I.E.P. meetings.
- Regular communication from the school regarding your child's progress.
- That the I.E.P., as a working document is reviewed every reporting period.





IGrowing Excellence.....Inspiring Success

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| | |
|---------------------------------------|---------------------------|
| Name | DOB |
| School | Principal |
| Student OEN | School Year |
| Grade | SEA Equipment |
| Last IPRC / Annual Review Date | Placement Start Date |
| Exceptionality | Date Annual Review Waived |

| | |
|----------------|--------------------|
| IPRC Placement | Program/Class Type |
|----------------|--------------------|

Reasons for Developing an IEP

IEP Development Team

| | |
|--------------|----------|
| Staff Member | Position |
|--------------|----------|

Health Support Services

Sources Consulted
in the Development of the IEP
-Parent/Guardian or Student if 16+

Individualized Equipment

SEA Equipment

Educational Assessments

| | | |
|------|------|--------------------|
| Type | Date | Summary of Results |
|------|------|--------------------|

Clinical Assessments

| | | |
|------|------|--------------------|
| Type | Date | Summary of Results |
|------|------|--------------------|

AREAS OF STRENGTH

AREAS OF NEED



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Subject / Courses or Alternative Program

AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods
 MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations
 AIT (Alternative Program) - areas of learning other than the Ontario Curriculum

Human Resources (Teaching / Non Teaching Support Staff)

| Type | Position | Start Date | Intensity | Frequency | Location |
|------|----------|------------|-----------|-----------|----------|
|------|----------|------------|-----------|-----------|----------|

| Exemption | Elementary Program Exemptions/ Substitution | Secondary Compulsory Course Substitutions Reasons |
|-----------|--|--|
|-----------|--|--|

| Permitted Accommodations (As Part Of Regular Classroom Practice) | Provincial Assessments Exemptions |
|---|--------------------------------------|
|---|--------------------------------------|

Secondary School Goal (For Secondary Students Only)

Student is currently working toward the attainment of a:
 Successful completion of the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course is a requirement of the Ontario Secondary School Diploma.



Accommodations

Exceptionality: -No exceptionality specified

Purpose Adapt the program for the student - Reflect what is different from what is normally provided for other students in the class - Do not alter the provincial learning expectations - are assumed to be common to all subjects, courses, skill areas unless otherwise indicated

Instructional Accommodations

Environmental Accommodations

Assessment Accommodations

IEP Completion And Reporting

Date of IEP completion Reporting Dates

Reporting Format

This IEP also includes (check if applicable)

- Annual program goals and learning expectations for modified subjects/courses or alternative program.
- A transition plan



Transition Plan



Parent/Student Consultation and Staff Review and IEP Updating

October 14, 2022

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

Dear Minister Lecce,

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

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

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

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

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

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

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

Sincerely,



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

cc: DPCDSB Trustees

MPPs of Dufferin-Peel

Chairs of Special Education Advisory Committees

November 22, 2022

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

Dear Minister Lecce:

Re: Special Incidence Portion Claim Funding

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

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

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

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

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



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6

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

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

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

Sincerely,

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

Eva Kyriakides

SEAC Chair

Durham District School Board

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

October 20, 2022

Memorandum to: Chairs of District School Boards
Directors of Education
School Authorities

From: Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

Subject: **Release of 2021-22 EQAO Provincial Results and Next Steps in Plan to Catch Up**

Today, the Ontario government announced next steps on Ontario's Plan to Catch Up. The purpose of this letter is to share the details of this announcement, including a range of supports for students, parents and school boards to support student achievement.

Catch Up Payments

Today, the Ontario government launched Catch Up Payments, offering families direct financial support to support their children as they catch up. This money can be used to help to offset costs, whether that be for educational supplies, additional tutoring supports or other items to help their children address learning needs resulting from the pandemic. This new initiative commits a total of \$365 million in direct financial relief for parents.

Families of students in publicly funded, private, First Nation/federally-operated or home-school settings will receive financial support. Students (up to 18 years old) can receive \$200 per child, while students with special education needs (up to 21 years old) can receive \$250. Families can apply for Catch Up Payments through a [secure website](#) where they can create a unique profile for each eligible student and check the status of their application throughout the process. Applications for Catch Up Payments are now open and will remain open until March 31, 2023.

Extension of Tutoring Supports Program

In addition to direct supports for families, school-based supports are an important part of the Learning Recovery Action Plan. As such, school boards are now able to deliver the \$175M Tutoring Supports Program until March 31, 2023 and are able to use any unspent funds from the first half of the program to this extended timeline. Amendments to the consolidated school board 2022-23 Priorities and Partnerships Funding (PPF) Transfer Payment Agreement will be made in the near future to reflect these changes.

EQAO Results

Earlier today, EQAO released provincial highlights from the 2021-22 school year Ontario Secondary School Literacy Test (OSSLT), Grade 9 Assessment of Mathematics, and the Assessment of Reading, Writing and Mathematics, Primary and Junior Divisions. While results reveal stable performance in the OSSLT and relative stability in Grade 6 reading and writing results, there is weaker performance in math across all grades and reading and writing in Grade 3. The impact of the pandemic is being observed in reading and math achievement, and these results are in line with what we are observing in other jurisdictions, both across Canada and internationally. These results signal the areas that students need support in to ensure they catch up and are set up for success, and the importance of staying in school for the entirety of the school year.

EQAO will be releasing embargoed board results by October 26th through their e-system. Results will be made public on November 3rd. It is expected that board results remain confidential until that time. The ministry will schedule a meeting with boards to discuss provincial results. A separate invitation will follow.

Math Supports

Over the last three years, important investments have been made in math through our \$200 million four-year math strategy to support students and educators with the math skills and resources to succeed in the classroom and beyond. These investments include school-based math coaches, board math leads, subsidies for Additional Qualifications in math, digital math tools in classrooms and more one-on-one virtual math tutoring through Mathify and Euréka!. We also introduced a new elementary math curriculum and a new de-streamed Grade 9 math course. With the return to normalcy, it is expected that these investments will be fully leveraged this year.

Building on the work to date and to support students to recover learning in math, a new Math Recovery Plan is in development.

Beginning this school year, students will have access to even more digital math resources, including elementary math course packs provided by TVO and TFO Idello's Missions d'Élo, and access to the Grade 9 online math course for additional review and practice.

The ministry is also providing an additional \$15 million for school boards to offer a digital tool aligned with the Ontario curriculum to support students, parents, and educators.

The OECM is supporting boards in making informed choices about effective tools aligned with the Ontario curriculum.

This year, the ministry will also work directly with school boards through new Math Action Teams that will have expertise in promoting the use of high-impact math teaching practices in Ontario classrooms, with a focus on early interventions.

The ministry will work directly with school boards through the Math Action Teams, including board and school-based math coaches. The ministry is also considering options to strengthen

Policy/Program Memorandum 160: Protected Time for Daily Mathematics Instruction, Grades 1 to 8, to promote the use of high-impact math teaching practices in Ontario classrooms.

Literacy Supports

In February 2022, the ministry committed to taking immediate action to improve student literacy as part of its response to the Ontario Human Rights Commission's (OHRC) *Right to Read Report*, including commitments to revising the elementary Language and Français curriculum and issuing new de-streamed Grade 9 English and Français courses for implementation in September 2023.

These commitments also include a focus on helping educators reach young students sooner to support the development of reading skills, including the release of [Effective Early Reading Instruction: A Teacher's Guide](#) in English and French last Spring, to support evidence-based effective instruction in early reading.

In addition, beginning in 2023-24, the ministry will require all students in publicly-funded schools in year 2 of Kindergarten to Grade 2 to be screened for reading twice a year using evidence-based early screening tools. The second screening would be optional for students meeting or exceeding the benchmark. The ministry intends to work with school boards and partners on recommended screening tools in the current 2022-23 school year, for use in the 2023-24 school year.

Modern Curriculum

The ministry is also continuing to modernize curriculum to ensure learning is current, evidence-informed and prepares students for the job and life skills they need to thrive. This includes a focus on math, science, computer studies, business studies, technological education and pathways for the skilled trades, in addition to the new mandatory Indigenous-focused learning to be added to the Social Studies, Grades 1-3 curriculum for implementation in September 2023.

Recognizing the need to be transparent and inform students, families and educators on curriculum, the ministry will develop and release a Curriculum Review Guide that includes a regular curriculum review cycle that ensures curriculum is up to date and relevant to important job and life skills.

Pathways for the Skilled Trades

We will continue our work to ensure that students have more opportunities to be exposed to skilled trades early and more easily transition into these high-demand careers.

Attendance Supports

We will also be working with school boards to create provincial expectations for how boards help students with attendance difficulties and enable more students to benefit from consistent classroom learning.

The ministry is committed to working with schools and boards over the coming months to support your board's efforts to enable student learning, beginning more immediately with math. Ministry teams will be reaching out directly.

Our collective efforts and strategic investments will help Ontario students get back on track and prepare them for success.

Sincerely,

Stephen Lecce
Minister

Nancy Naylor
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
- President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
- President, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
- President, Ontario Public School Boards' Association (OPSBA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
- Executive Director, Council of Ontario Directors of Education (CODE)
- President, Association des enseignantes et des enseignants franco-ontariens (AEFO)
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
- President, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
- President, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
- President, Ontario Secondary School Teachers' Federation (OSSTF)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
- Chair, Ontario Council of Educational Workers (OCEW)
- Chair, Education Workers' Alliance of Ontario (EWAO)
- President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
- Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
- Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
- Executive Director, Catholic Principals' Council of Ontario (CPCO)
- Executive Director, Ontario Principals' Council (OPC)



LDAO SEAC CIRCULAR

November 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. New SEAC term and training for new SEAC members
2. Ministry Updates

List of Supplementary Materials:

1. October 20, 2022 Ministry Memo

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. New SEAC term and training for new SEAC members

As new SEAC members and alternates begin their terms, SEACs are required to do SEAC orientation:

Within a reasonable time after a special education advisory committee is appointed, the board shall provide the members of the committee and their alternates with information and orientation respecting,

- (a) the role of the committee and of the board in relation to special education; and
- (b) Ministry and board policies relating to special education. O. Reg. 464/97, s. 10.

The PAAC on SEAC website, www.paac-seac.ca, is an excellent resource for orientation and training and also for refreshing knowledge of continuing members. The **PAAC on SEAC Effective Practices Handbook** (www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/) has been used by many SEACs for training, sometimes tackling one unit at a time. There are also three training videos that are very useful.

2. Ministry Updates

The October 20, 2022 Memo from Minister Lecce addresses a number of issues of interest to SEACs. For example, “school boards are now able to deliver the \$175M Tutoring Supports Program until March 31, 2023 and are able to use any unspent funds from the first half of the program to this extended timeline”.

SEACs should ask how these funds will be used for students with special education needs.

“In February 2022, the ministry committed to taking immediate action to improve student literacy as part of its response to the Ontario Human Rights Commission’s (OHRC) *Right to Read Report*” “These commitments also include a focus on helping educators reach young students sooner to support the development of reading skills, including the release of Effective Early Reading Instruction: A Teacher’s Guide (www.dcp.edu.gov.on.ca/en/guide-effective-early-reading/development-reading-skills) in English and French last Spring, to support evidence-based effective instruction in early reading.”

SEACs should ask how their school board is implementing evidence-based effective reading instruction.

Questions? Email Diane Wagner at dianew@LDAO.ca