

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, February 16, 2023

Virtual - meet.google.com/wkh-hxtt-nbw

6:30 P.M. – 8:00 P.M.

Chairperson: Shawna Belcourt

Vice-Chairperson: Clare Paterson

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

A. Call to Order:

1. Land Acknowledgment: Laura Di Ianni
As we continue to learn together in these exceptional circumstances, I (we) would like to acknowledge, as we do at school, that this land on which we live and learn daily, is the traditional territory of the Michi Saagig (Mississauga) Anishnaabe. All of the PVNC Catholic District School Board lies within the Williams Treaty territory and we are all Treaty people. We offer our gratitude to the First Peoples of this land who continue to care for, and share their teachings about, our earth and our relations. May we honour those teachings.
2. Opening Prayer: Clare Paterson
3. Motion to Approve Agenda
4. Declarations of Conflicts of Interest
5. Motion for Approval of the Minutes of the January 19, 2023 Meeting
6. Business Arising from the Minutes:

B. Recommended Actions/Presentations:

1. Remarks: Chairperson, Shawna Belcourt
2. Remarks: Superintendent of Learning/Faith and Equity/Special Education Services,

Jeannie Armstrong

3. Update from Trustee: Kathleen Tanguay

C. Presentations/Discussion Items:

1. A Relational Approach to Support All Students: The Third Path -Dr. David Tranter (joining virtually from Lakehead University).
2. Professional Development Day Learning for Support Staff: An Overview - Laura Di Ianni

From Presentations:

- i. What are the key learnings from the presentation?
 - ii. What do parents need to know?
 - iii. What options exist to get this information to parents?
 - iv. How can SEAC support parents in this process?
 - v. What can your associations/organizations add specifically to the learning today if any?
 - vi. What should be sent out to families in the DID YOU KNOW from SEAC?
3. Provincial Parent Association Advisory Committee ([PAaC](#) on SEAC) [Checklist Review](#) - Shawna Belcourt

D. Correspondence Items:

E. Information Items:

1. PVNCCDSB Board of Trustee Minutes and Agendas
<https://www.pvnccdsb.on.ca/our-board/board-meetings/>
2. Minister's Advisor Council on Special Education - Annual Report

F. Old Business:

1. Review of Draft Letter to the Ministry - Special Incidence Portion (Attached)

R.A. That the Special Education Advisory Committee recommends to the board that the board recognizes and supports for distribution, the Special Education Advisory Committee's letter to the Minister of Education in regards to Special Incidence Portion.

2. Review of Draft Letter to the Ministry - Extension of Learning (Attached)

R.A. R.A. That the Special Education Advisory Committee recommends to the board that the board recognizes and supports for distribution, the Special Education Advisory Committee's letter to the Minister of Education in regards to the Extension of Learning.

3. Motion Tracking:

Motion Date	Subject/Status
February 17, 2022	PPM 172 FASD motion to draft letter
April 21, 2022	PPM 172 FASD draft letter approved as presented
April 21, 2022	PPM 81 Proposed Update Downloading medical procedures onto special education support staff - letter drafted ready for review by SEAC
May 19, 2022	PPM 81 draft letter approved as presented.
January 19, 2023	Special Incidence Portion Funding
January 19, 2023	Extension of Learning

G. New Business:

H. Next Meeting:

1. Selection of Members for Territorial Recognition, Opening and Closing Prayers
2. **2022-2023 Meeting Dates:**

Date	Topic
March 23, 2023	Destreaming of Grade 9
April 27, 2023	Demographic Staff Census Results
May 18, 2023	Budget
June 15, 2023	Special Education Plan

I. Conclusion:

1. Closing Prayer: Shawna Belcourt
2. Motion for Adjournment

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

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

		<ul style="list-style-type: none"> <input type="checkbox"/> SEAC needs to know what happens to their motions and what the respond was from the Trustee and board administration <input type="checkbox"/> Trustee feedback specifically from motions related to the Special Education Plan and Special Education Budget are key to learning how the feedback was received <input type="checkbox"/> Trustees have a role in sharing information between the board and SEAC <input type="checkbox"/> Use the Business Arising section of the meeting to track past motions, identify who will report on the motion and how, either verbal or in writing <input type="checkbox"/> SEAC should create an action chart to track past motions and prepare for new motions <input type="checkbox"/> SEAC should be provided with written responses to motions from the Trustees and/or board admin staff. <input type="checkbox"/> Review Table 8 – Sample Script for Motions <input type="checkbox"/> Recommend that at the start of every year, a review of how to make a motion is discussed 	<ul style="list-style-type: none"> <input type="checkbox"/> Set up a motion tracking chart - under old business tracking motions in regards to letter writing/responses as well as motions being sent to the board <input type="checkbox"/> Start using Business Arising section to make motions <input type="checkbox"/> Ask for written responses to SEAC motions from Trustees/or board admin staff to add to SEAC minutes so feedback can be reviewed <input type="checkbox"/> Review Table 8 – Sample Script for Motions at the beginning of each year - provide each year in September
Shawna Clare	Section 3.1 – Annual Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Develop an annual calendar of SEAC activities. PAAC on SEAC shares an annual calendar on the website. www.paac-seac.ca. This calendar includes the information that SEAC should request to support the Annual Activities. <input type="checkbox"/> Set Meeting Agenda to correspond to SEAC annual calendar. 	<ul style="list-style-type: none"> <input type="checkbox"/> Questions/Information Needed/Motion: <input type="checkbox"/> Review board planning calendar <input type="checkbox"/> Review EQAO Results <input type="checkbox"/> Review Ministry Initiatives
	Section 3.2 - Annual SEAC Goals	<ul style="list-style-type: none"> <input type="checkbox"/> Set aside time in a meeting agenda (June) to identify priorities for the coming school year. <input type="checkbox"/> Focus on projects that can be achieved within the coming school year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review Ministry goals and Board plans to ensure consistency with SEAC goals. <input type="checkbox"/> Review recommended PAAC on SEAC goal setting process: <input type="checkbox"/> Measurable outcomes – What will be accomplished? For example, a specific special education program or service review will be completed, or three information sessions will be delivered;

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

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

Minister's Advisory Council On Special Education

Annual Report

For the Fiscal Year ended March 31, 2022

Ministry of Education

Minister's Advisory Council
on Special Education
315 Front Street West, 12F
Toronto ON M7A 0B8

Ministère de l'Éducation

Conseil consultatif ministériel de
l'éducation de l'enfance en difficulté
315, rue Front Ouest , 12 étage
Toronto (Ontario) M7A 0B8

April 30, 2022

The Honourable Stephen Lecce
Minister of Education
438 University Avenue, 5th Floor
Toronto, ON M7A 1L2

Dear Minister Lecce,

Please accept the attached Annual Report on the activities of the Minister's Advisory Council on Special Education (the Council) for the fiscal year 2021-2022.

During our three meetings this year, the Council participated in discussions and offered advice related to several areas that affect students with special education needs. We also welcomed the opportunity to speak with you directly at each of our meetings, particularly as it related to the challenges the education sector has experienced in responding to the COVID-19 pandemic. We also appreciate that during your 34 months as Minister you have made 24 appointments or re-appointments to the Council. We note, however, that there are now 7 vacancies among the 20 voting members of MACSE and we urge you to fill them, and future vacancies, as quickly as possible.

On behalf of the Council, I am also pleased to acknowledge the outstanding contribution to MACSE's work by Lynn Ziraldo over a period of more than 25 years, first as the representative of the Learning Disability constituency, then for a decade as chair, and most recently since 2008 as Advisor. She gave generously of her time and expertise and the children of Ontario are better for it.

We look forward to continuing our work with you and ministry staff to support the special education needs of students in Ontario.

Yours sincerely,



Peggy Blair
Chair

c: Nancy Naylor, Deputy Minister, Ministry of Education
Clayton La Touche, Assistant Deputy Minister, Ministry of Education

Mandate and Structure of the Council

The Council advises the Minister of Education on any matter related to the establishment and provision of special education programs and services for exceptional students, including the identification and provision of early intervention programs for students with special education needs.

The Advisory Committee on Special Education was established in 1974 and has been renewed continually from that date. Its name was later changed to the Minister's Advisory Council on Special Education (MACSE). The Council:

- responds to proposals or positions of the Ministry of Education or other ministries, as submitted to the council, from time to time;
- identifies concerns in the delivery of special education programs and services for exceptional pupils and provides information, advice and recommendations for ministry consideration; and
- meets up to three times a year for a maximum of 4½ days per year.

MACSE's membership includes the following representation:

- one seat for each of nine exceptionalities;
- one seat for each of nine educator and professional categories;
- one seat for students/youth;
- one seat for Indigenous communities;
- one non-voting seat for the Ministry of Colleges and Universities;
- one non-voting seat for the Ministry of Children, Community and Social Services;
- one non-voting seat for the Ministry of Health; and
- two representatives each for the Francophone and Roman Catholic communities, appointed from among the members above.

Representatives of a constituency on the Council are normally appointed for an initial term of up to three years and may be re-appointed for combined service of up to six years. When directed by the Minister's office, the ministry will issue a call for applications to organizations with an interest in special education in the areas related to existing and/or upcoming vacancies. Individuals who wish to be considered are required to apply through the Public Appointment Secretariat (PAS), which then provides the application profiles to the ministry. The applications are then reviewed, and qualified candidates submitted for the Minister's decision.

Changes to MACSE Membership

The following new members joined the Council:

- Anne Kawamura (Medical Practitioners) on August 13, 2021
- Domenic Gentilini (Developmental Disability) on March 30, 2022

The following members retired/resigned from the Council:

- Robert Saltstone (Psychologists) on May 5, 2021
- Linda Zaretsky (Autism) on January 19, 2022
- Rose Cantisano (Trustees) on February 18, 2022

The membership of MACSE as of March 31, 2022, is provided in Appendix I.

Activities in 2021-2022

MACSE's mandate is to advise the Minister of Education on matters related to the establishment and provision of special education programs and services for students with special education needs. In 2021-2022, the Council participated in discussions and offered advice related to several areas that affect students with special education needs:

- Assessment Schedule, Reporting Plan, and Student Perceptions in Education Quality and Accountability Office (EQAO) Assessments
- Review of *Caring and Safe Schools* (2010)
- De-streaming
- Equity and Human Rights in Special Education: Reflective Practice Guide for Educators
- K-12 Education Standards Development Committee
- Learning Modules for Educators: Students with Disabilities
- Learning Recovery and Renewal
- Modernizing Education Curriculum – Graduation Requirements, Modernized Learning Opportunities, Course Types and Pathways, and the Curriculum Review Cycle
- Role of the Ontario College of Teachers and Special Education-focused Additional Qualification Courses
- Review of *Policy/Program Memorandum (PPM) 81 – Provision of health support services in school settings*
- Protocols to Combat Sex Trafficking
- Provincial and Demonstration Schools
- Rise to Resilience: School Mental Health-Ontario's Action Plan for 2021-22

- School-based Rehabilitation Services
- Sonderly™ – Geneva Centre for Autism’s online educational and training platform for Autism and Mental Health resources
- Special Education in Ontario – A Guide for Students and Caregivers
- Supporting Students with Learning Disabilities with Reading

Members of the Council also engage their constituencies and bring information forward about successes, challenges, effective practices, and suggestions to the Council through the standing agenda item on Community Collaboration. The information brought forward by MACSE members informs the work of the ministry.

MACSE’s advice also informed ministry policy and operational work, including supporting students with special education needs during the pandemic. The result of this work included documents such as the *Guide for Remote Learning – a resource designed for educators, students and parents*.

MACSE also provided comments that informed ministry consideration of curriculum reform, review of graduation requirements, support for early intervention to support math learning for students in Grades 4-6, enhanced data collection to provide clearer understanding of who Ontario’s students are, and student and school mental health.

Priorities for 2022-2023

In 2022-2023, the Council will continue to advise the Minister on priorities.

MACSE will also respond to ad-hoc requests for comments and advice from the Ministry of Education, as well as other ministries and agencies of the government. We will continue to work with ministry staff to ensure that advice is provided in a timely fashion to support the ongoing policy and operational work of the government.

Council members will also continue to undertake outreach to their constituencies to gather information about effective practices, challenges, opportunities, and suggestions in advance of each Council meeting.

Expenditure in 2021-2022

Members of MACSE serve as unpaid volunteers. Meetings have been held virtually during the COVID-19 pandemic, limiting costs for the period to translation and accessibility compliance of documents. Total expenditure in 2021-2022 was \$6,819.29.

Appendix I

Members of the Minister's Advisory Council on Special Education March 31, 2022

Sectors Represented	Name	Term Expiry
Chair	Peggy Blair	March 31, 2023
Immediate Past Chair	Joe Trovato	March 31, 2023
Exceptionalities		
Autism	Vacant	
Behavioural	Maxine Share	March 31, 2022
Blind and Low Vision	Kerrie St. Jean	November 18, 2022
Deaf and Hard of Hearing	Vacant	
Developmental Disability	Domenic Gentilini	March 29, 2025
Giftedness	Stacey Manzerolle	November 18, 2022
Learning Disability	Vacant	
Multiple Exceptionalities	Michael Jacques	November 18, 2022
Physical Disability	Vacant	
Educator Groups		
Educational Assistants	Patricia Sky	March 31, 2022 ¹
Principals	Gary Pieters	March 31, 2023
Teachers	Katheryne Hoffschmidt	March 31, 2022 ¹
Supervisory Officers	Peggy Blair	November 18, 2022
Trustees	Vacant	
Support Professionals		
Medical	Anne Kawamura	August 16, 2024
Psychologists	Vacant	
Social Workers	Lorie Laroche	March 31, 2022 ¹
Speech and Language Pathologists	Leah Brighton	March 31, 2022 ¹
Other		
Indigenous Communities	Judy Carter	March 31, 2022 ¹
Students/Youth	Ben Smith	February 17, 2023

¹ Subsequent to the fiscal year covered by this Annual Report, five members whose terms expired on March 31, 2022, were re-appointed. With those five re-appointments, there were seven vacancies (Autism, Behaviour, Deaf/Hard-of-Hearing, Learning Disability, Physical Disability, Trustees, Psychologists).

DRAFT

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

Dear Minister Lecce,

We are writing to demonstrate the ongoing impact the deficiency of Special Incidence Portion Claim Funding (SIP) has on our ability to effectively support our most vulnerable children and the subsequent impact on overall services.

The average cost (salary and benefits) for an Educational Assistant is \$56, 550. A student who requires 2 plus Educational Assistants to support their learning needs would be at a cost of \$113,100 plus to support. The Ministry Of Education's SIP amount covers approximately 25.5% of the true cost to support a student with significant learning needs. The PVNCCDSB covers the remaining 74.5% of the cost from other Special Education, operational grants and reserve funds. Furthermore, the claw back of the SIP Claim Funding in 2018, resulted in an additional deficit for the school year 2018-19.

The budget gap at the PVNCCDSB between Special Education revenues and expenditures for the last three years has averaged 6.0%. In the 2021-2022 school year, PVNCCDSB has allocated \$1,703,600 more than was given in Special Education Grants to Special Education services.

In 2017, the Auditor General noted that the Ministry of Education's funding formula for Special Education was due for a "comprehensive external review". We strongly encourage the Ministry of Education to perform this review, without delay. We also specifically request that the previous decision made in 2018 to increase SIP Claim Funding be restored.

Thank you for your consideration of this concern.

Sincerely,

Shawna Belcourt
Special Education Advisory Committee, Chair

DRAFT

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

Dear Minister Lecce,

We are writing to express our concern that students with diverse abilities have not been able to fully take advantage of their right to extend their special education services due to gaps created by the Covid Pandemic.

In addition to losing valuable learning and social interaction, our students also lost access to the transition supports the school has in place to support them. Arranging and supporting co-operative education placements, connections with community business and organizations and practical advice on post-secondary activities were not available to our most vulnerable. We know that this transition period can have a tremendous impact on young adults leaving our schools.

Post Covid Learning Recovery for the students we represent means enabling this period of support so that they may be provided with the preparation necessary to leave school. We ask that you consider allowing an additional period of attendance for students who were impacted when in-person learning, services or activities were suspended.

Thank you for your consideration of this concern.

Sincerely,

Shawna Belcourt
Special Education Advisory Committee, Chair