

Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and Church.

SPECIAL EDUCATION ADVISORY COMMITTEE

April 29, 2022

MEETING DATE:	April 29, 2022
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM –2:54 PM
NEXT MEETING:	Tuesday, May 17, 2022

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Voting Member - Member at Large, Chair
2.	<input checked="" type="checkbox"/>	Diane VanderZande	Voting Member - Member at Large, Vice Chair
3.	<input type="checkbox"/>	Dianne Griffiths	Voting Member - Member at Large
4.	<input type="checkbox"/>	KACL to Appoint Member	Voting Member - KACL Representative
5.	<input type="checkbox"/>	Joel Willett	Voting Member - FIREFLY Representative
6.	<input checked="" type="checkbox"/>	Anne Sweeney	Voting Member- Trustee Representative
7.	<input type="checkbox"/>	Paul White	Director of Education
8.	<input checked="" type="checkbox"/>	Nicole Kurtz	Superintendent of Instructional Services
9.	<input checked="" type="checkbox"/>	Andrea Batters	Special Education Coordinator
10.	<input type="checkbox"/>	Teresa Gallik	Chair, Board of Trustees
11.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. Opening Prayer – Nicole Kurtz

2. Roll Call: Regrets – Dianne Griffiths, Joel Willett

Guests: Kylie Hughes, Ashley Shouldice, Sommer Kennedy, Kirsten Fair.

3. St. Thomas Aquinas High School Presentation to SEAC:

Danielle Grosset, Sommer Kennedy, Kirsten Fair and Ashley Shouldice created a video presentation to share the many components of St. Thomas Aquinas HS special education supports for students. There was a focus on meeting the neurodiverse student population through finding a balance between inclusionary practices and alternative programs to meet the needs of students. The main areas reviewed were literacy supports, social emotional learning, life skills programming, employment skills support and collaboration with board and community partners.

To support students word reading, comprehension, and grammar, the Lexia PowerUp software is used with all grade 8 classes as well as a grade 9 course. Another example of inclusionary practices was purchasing some graphic novels of a grade 8 novel study so students could choose to read the graphic novel and benefit from the organization and visual aspects of the novel. A grade 7 group participated in the Empower Reading program, and other students receive 1:1 or small group reading instruction as needed.

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April 29, 2022

Following the “what is needed for some benefits all” philosophy the school welcomed Sarah Pyzer in to facilitate the Friends for Youth program with grade 7 students to focus on social-emotional resiliency tools and strategies to reduce anxiety and help students navigate life’s challenges. A small group of intermediate students attend a social skills and self-regulation skills class for 30 minutes three times a week and work in collaboration with Firefly SLP, OT and a board mental wellbeing coach using programs such as Zones of regulation and GoZen.

Students in the Life Skills class receive alternative expectations within and outside of the regular classroom. Students are integrated within the school to develop relationships and increase social skills. They prepare for life outside of school by cooking, cleaning laundry, budgeting, grocery shopping, preparing and delivering food for the lunch program and additional nutritional snacks during the day. The class also travelled on the bus and visited places like the library and restaurants to increase independence in the community. WJS Canada supports students with entry into the workforce, determining jobs they are interested in and supporting them with the process to obtain employment.

The St. Thomas Aquinas school team obtains and reviews assessment data and collaborates with students, families, staff, and community organizations such as FIREFLY, KACL, Kenora Chiefs, WJS Canada, etc. to create programming and supports to best meet students needs and help them develop.

4. Approval of March 25, 2022, Meeting Minutes

Approved: Diane VanderZande

Seconded: Anne Sweeney

5. Correspondence:

Durham Catholic District School Board Letter PPM 81– March 9, 2022 **5**

Upper Grand District School Board Letter PPM 81 – February 9, 2022 **8**

Chair Schram will work with Nicole Kurtz and Andrea Batters to draft a letter to Minister Lecce supporting the letters from Durham CDSB and Upper Canada DSB regarding PPM81.

York Catholic District School Board Nursing Shortage– April 5, 2022 **12**

Chair Schram will work with Nicole Kurtz and Andrea Batters to draft a letter to Minister Lecce supporting the letter from York Catholic DSB regarding Nursing Shortage.

Diane VanderZande asked if we could reach out to the Keewatin Patricia District School Board to see if they have nursing resources available to them?

Andrea Batters will reach out to the Special Education Lead regarding this issue.

York Catholic District School Board SIP Funding– February 18, 2022 – Review and File **14**

Catholic DSB of Eastern Ontario – Online Learning – April 5, 2022 – Review and File **16**

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April 29, 2022

6. New Business: Nil

7. Professional Development: KCDSB Special Education Plan Update: Andrea Batters and Nicole Kurtz

[Final KCDSB Special Education Plan July 2021 FINAL.pdf](#)

After meeting update to include the **Introduction** housekeeping item that was brought forward in the meeting: [Kenora Catholic DSB Special Education Plan Updates 2022 17](#)

Motion #1: THAT, since SEAC has completed its consultations: and its annual review of the Board's Special Education Plan/Manual and consulted on the checklist, SEAC approve the April 29, 2022 amendments to the Special Education Plan/Manual as presented

Moved by: Diane VanderZande

Seconded by: Anne Sweeney

Motion #2: SEAC recommends that the Board approves the April 29, 2022 amendments to the Special Education Plan/Manual as presented and further, that the Board forwards the amendments and the requested checklist along with the Report to the Ministry of Education.

Moved by: Norine Schram

Seconded by: Diane VanderZande 20

8. Business arising from the last meeting: Nicole Kurtz

- **First Nations Representative for SEAC was an agenda item at our FNMI Committee meeting held on April 6, 2022. New SEAC Members and June SEAC Meeting.**

Nicole Kurtz asked that with an election coming up in the fall if we should just finish up this school year and actively try recruiting new members in the fall. Nicole also let the committee know that she will reach out to our First Nations community partners regarding a First Nation representative on SEAC. She will also speak with Corinna Glazier at the May SEAC meeting at St. John School regarding a SEAC representative from Red Lake.

Norine Schram agreed it made sense to wait until next year to start recruiting.

June SEAC Meeting: Nicole suggested that we hold a luncheon opportunity to gather as a group prior to the June Meeting for 2021-22 SEAC members. It will be a nice chance to gather as a group and to celebrate and recognize SEAC member service to KCDSB,

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**SPECIAL EDUCATION
ADVISORY COMMITTEE****April 29, 2022**

especially those longstanding members who have recently left the group after numerous years of dedicated service.

All voting SEAC members present agreed to this luncheon opportunity.

- **Follow up regarding Letter received from Durham District School Board. 21**
Director Paul White approved the letter, and it was signed by:
Teresa Gallik, Chair of the Board of Trustees
Norine Schram, Chair of Special Education Advisory Committee
Cathy will get it mailed out to the Minister this week.

8. Agency Reports

- **FIREFLY – Joel Willett - Regrets**
- **KACL – No Representative appointed to replace Aimee Foucher**
- **Other Reports from Members-at-Large**
 - **Dianne Griffiths - Regrets**
 - **Diane VanderZande – Nothing to Report**
 - **Norine Schram – Norine advised the SEAC committee that she will be resigning from the SEAC committee at the end of this school year.**

9. Trustee Report – Anne Sweeney

Anne Sweeney reported on the Board Meeting held on April 19, 2022

Please click on the link below to see what's happening at the Boardroom Table:

[From the Boardroom for April 19, 2022](#)

10. Coordinator Report – Andrea Batters - Attached 22**11. Next Meeting: 1:30 PM Tuesday, May 17, 2022**

St. John School, Red Lake, and Microsoft Teams



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

March 9, 2022

Ms. Nancy Naylor
Deputy Minister of Education
5th FLR, 438 University Ave, Toronto, ON
M7A 2A5
EDU.DMO@ontario.ca

Dr. Catherine Zahn
Deputy Minister of Health
College Park 5th FLR, 777 Bay St,
Toronto, ON
M7A 2J3
Catherine.Zahn@ontario.ca

Ms. Denise Cole
Deputy Minister of Children, Community and Social Services
7th FLR, 438 University Ave, Toronto, ON M5G 2K8
denise.a.cole@ontario.ca

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

Dear Deputy Ministers,

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

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

At DCDSB we support the goal of integrated delivery of speech and language services for Ontario school children under the direction and leadership of district school boards.

DCDSB, like many Ontario District School Boards, has a long history of delivering speech-language pathology services to promote student well-being and achievement. Our DCDSB speech-language pathologists work alongside parents and educators to support the development of communication skills for students with diverse needs.

The work of the DCDSB SLPs is responsive to the needs of school communities and aligned with system priorities. DCDSB has invested in supporting a tiered model of speech-language pathology services and we have seen the benefit of educator-SLP collaborations for children and families with special needs. SLPs at DCDSB are able to build relationships with school staff and families in a way that SLPs at external agencies do not.

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

Overall, we request consideration of the following recommendations:

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

appropriate to the education context. Use the accountability tool to refine service delivery targets and amend funding and infrastructure processes as necessary.

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

A handwritten signature in black ink, appearing to be 'Valerie Adamo', written over a horizontal line.

Valerie Adamo, Chair
Special Education Advisory Committee Chair
Durham Catholic DSB

cc: Chairs of All Special Education Advisory Committees



UPPER GRAND DISTRICT SCHOOL BOARD

Carrie Proudfoot
Chair, Special Education Advisory Committee
Board Office: 500 Victoria Road N. Guelph, ON N1E 6K2
Email: SEAC@ugdsb.on.ca

February 9, 2022

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

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

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

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

Dear Deputy Ministers,

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

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

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

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Upper Grand District School Board

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|---------------------------------------|---------------|------------------|-----------------|----------------|
| • Linda Busuttill; Chair | • Mark Bailey | • Jolly Bedi | • Gail Campbell | • Jen Edwards |
| • Barbara Lustgarten Evoy; Vice-Chair | • Mike Foley | • Martha MacNeil | • Robin Ross | • Lynn Topping |

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

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

Overall, we request consideration of the following recommendations:

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

Upper Grand District School Board

• Linda Busuttill; Chair	• Mark Bailey	• Jolly Bedi	• Gail Campbell
• Barbara Lustgarten Evoy; Vice-Chair	• Mike Foley	• Martha MacNeil	• Robin Ross
			• Jen Edwards
			• Lynn Topping

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

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

Carrie Proudfoot

Carrie Proudfoot, Chair
SEAC, UGDSB

cc: Chair of Special Education Advisory Committees

Supervisory Officers (Special Education)

Executive Director, Ontario Catholic School Trustees' Association (OCSTA)

Executive Director, Council of Ontario Directors of Education (CODE)

General Secretary, Ontario English Catholic Teachers' Association (OECTA)

Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)

Executive Director, Catholic Principals' Council of Ontario (CPCO)

Chair, Minister's Advisory Council on Special Education

President, Association of Professional Student Service Professionals (APSSP)

President, Ontario Association for Families of Children with Communication Disorders

Upper Grand District School Board

• Linda Busuttill; Chair	• Mark Bailey	• Jolly Bedi	• Gail Campbell	• Jen Edwards
• Barbara Lustgarten Evoy; Vice-Chair	• Mike Foley	• Martha MacNeil	• Robin Ross	• Lynn Topping



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
 Tel: 905-713-2711, 416-221-5050, 1-800-363-2711, Automated Lines: 905-713-1211, 416-221-5051
 Fax 905-713-1272 • www.ycdsb.ca

April 5, 2022

Honourable Christine Elliot
 Minister of Health
 5th Floor, 777 Bay Street
 Toronto ON M7A 2J3

Chirisitine.elliott@pc.ola.org

Honourable Stephen Lecce
 Minister of Education
 Mowat Block 22nd Floor 900 Bay Street
 Toronto ON M7A 1L2

Minister.edu@ontario.ca
 Stephen.lecce@pc.ola.org

Honourable Christine Elliot and Honourable Stephen Lecce.

The York Catholic District School Board's Special Education Advisory Committee is writing to you in support of District School Board of Niagara's recent letter denoting the impact of the current nursing shortage on school boards across the province. Currently there are hundreds of students across Ontario awaiting nursing care that is required for them to attend school safely and meaningfully. School staff cannot perform the duties of a nurse/registered health care professional, but stress that it is also imperative that we take every reasonable step to ensure that all students have access to education.

Though this shortage is not the responsibility of school boards, many school districts including the YCDSB have advised they are committed to being part of a temporary solution for student and families affected. One way Boards have supported students requiring health care services in our schools is by allowing parents/guardians or a temporary health care service provider, designated by the parents/guardians, to visit the school, adhering to all safety protocols, to provide the health care services, where possible, for their child. Furthermore, our schools continue to creatively engage with and provide academic support to students who are at home awaiting nursing care. We are aware that the updates to the Ministry of Health "Family-Managed Home Care/Self Directed Care" program eligibility requirements now include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses. However, families and Board staff note that funding for this program is exceedingly difficult to access and few families receive support, likely due to the extensive and complex process required to procure the funding.

It is a clear and widespread fact that in-person learning is the best learning environment for students. With the support from the province and significant planning, commitment and efforts by District School Boards, schools opened this fall. Tragically however many students are unable to attend school with their peers, and their families are bearing much of the burden in managing the care of students who do not have at-school nursing support secured at this time. Like many other School Boards across Ontario, we are committed to being part of the solution



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Fax 905-713-1272 • www.ycdsb.ca

for our students and families affected. We stand with other Boards in requesting that this issue be a top priority for this government and that an immediate and accessible solution be developed to allow all children to access the learning they require and deserve.

Sincerely,

Handwritten signature of Jennifer Wigston in black ink.

Jennifer Wigston
Chair
Special Education Advisory Committee
Trustee Vaughan Area 4
York Catholic District School Board

Handwritten signature of Eleonora Morgillo in black ink.

Eleonora Morgillo
Co-Chair
Special Education Advisory Committee
SEAC Association Representative for Autism
Ontario, York Region
York Catholic District School Board

cc: Board of Trustees, YCDSB
Domenic Scuglia, Director of Education, YCDSB
Chairs of all Ontario Special Education Advisory Committees



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April 5, 2022

Honourable Stephen Lecce
 Minister of Education
 Mowat Block 22nd Floor 900 Bay Street
 Toronto ON M7A 1L2

Minister.edu@ontario.ca
 Stephen.lecce@pc.ola.org

Honourable Stephen Lecce,

The York Catholic District School Board's Special Education Advisory Committee is writing to you in support of Durham District School Board's Special Education Advisory Committee recent letter with regard to **Special Incident Portion Claim Funding**.

In the spring of 2018, the previous government announced an increase to the Special Incidence Portion (SIP) claim funding of \$11,016.00, increasing the 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 increase would be clawed back to \$28,518.00, bringing the net increase to \$1,518.00 per student.

SEACs across the province were dismayed by the Ministry of Education decision to claw back that increase given that the true cost of supporting a student with a SIP claim are significantly higher than that amount. For example, the average cost, including salary and benefits, for an Educational Assistant is \$58,870.00. A student who requires 2 plus Educational Assistants to support their learning needs would be a cost of \$117,740.00 plus. The Ministry of Education's SIP amount covers approximately 24.2% of the cost to support a student with significant learning needs. The YCDSB covers the remaining 75.9% of the cost from our Special Education and operational grants.

The budget gap at the YCDSB between Special Education revenues and expenditures for the last three years has averaged 5.3%. This current school year alone, the YCDSB allocated \$8,841,444.00 more than what was given in Special Education Grants to Special Education services. Some of the money YCDSB used to fund this gap is the Local Priorities funding (Support for Student Funding), which is not guaranteed to be received annually from the Province.

YCDSB SEAC is expressing our concerns that the funding the Ministry of Education provides for SIP is inadequate. The claw back of the SIP increase announced on August 24, 2018, along with the reallocation to the Special Education Per Pupil amount resulted in a net decrease in



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funding, further increasing the YCDSB deficit. As the Auditor General highlighted in 2018, the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review." YCDSB SEAC is extremely concerned by the direction funding for special education is taking, leaving our most vulnerable children further at risk. Inadequate funding of Special Education at the YCDSB puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when the YCDSB takes revenues from other areas to meet its statutory commitment to children accessing Special Education services.

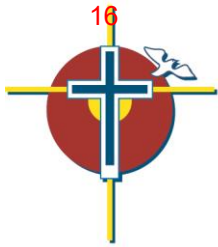
We request the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We further request, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special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

Sincerely,

Jennifer Wigston
 Chair
 Special Education Advisory Committee
 Trustee Vaughan Area 4
 York Catholic District School Board

Eleonora Morgillo
 Co-Chair
 Special Education Advisory Committee
 SEAC Association Representative for Autism
 Ontario, York Region
 York Catholic District School Board

cc: Board of Trustees, YCDSB
 Domenic Scuglia, Director of Education, YCDSB
 Chairs of all Ontario Special Education Advisory Committees



CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Box 2222, 2755 Highway 43 - Kemptville, Ontario - K0G 1J0
Phone: 613-258-7757 Toll-Free: 1-800-443-4562 Fax: 613-258-7134
www.cdsbeo.on.ca



April 5, 2022

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

Honorable Stephen Lecce,

We, the Catholic District School Board of Eastern Ontario (CDSBEO) are writing to share common concerns expressed by the Renfrew County Catholic District School Board, Algoma District School Board (ADSB), Durham District School Board (DDSB), and Waterloo Region District School Board (WRDSB) SEACs in regard to Online Learning Supports, Accessibility and Universal Design for Learning in provincial online learning resources and the platforms used to access these resources.

We are genuinely concerned about our learners who do not have stable internet connections. Being a rural board, many areas within the Catholic District School Board of Eastern Ontario do not have the same access and, in turn, resources available to them. As such, it is our request that you commit to improving internet connectivity in rural Ontario and ensuring that all online and/or e-learning courses be consistently maintained with enabled links and resources that meet accessibility standards (such as closed captioning, etc.) so that equity and inclusion are at the forefront of these materials to ensure student success for all learners.

The pandemic has certainly revealed gaps in the accessibility of online education for all Ontario students. Stable internet access, inaccessible learning resources and supports have left many students behind. It is imperative, in these uncertain times, that students be able to access on-line courses and that all these courses and resources meet accessibility standards. Given the need to pivot at a moment's notice, the on-line course requirements, and the need for some students to connect to courses remotely for a variety of reasons, it is now more important than ever to ensure stable internet connectivity province-wide, accessibility for all learners and moreover that students have equal access to their education no matter where they live. Further, that their course offerings consider and plan for a universal design for learning with multiple entry-points.

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

Sue Wilson, Chair
Special Education Advisory Committee
Catholic DSB of Eastern Ontario

Cc: Chairs of Ontario Special Education Advisory Committees
Ontario Catholic School Trustees' Association

Kenora Catholic District School Board Special Education Plan Updates - 2022

SECTION/Page	TOPIC	REVISIONS
Introduction P. 4	Purpose of the Special Education Plan	Update the second paragraph to reflect the 2022-2023 school year
Part 1: Special Education Programs and Services P. 31	Learning Disability	‘Housekeeping’--Formatting Consistency: Fix the section heading “Learning Disability” so it is spaced appropriately, and it is underlined.
P. 34	Criteria for Identifying a Student: Communication Exceptionality - Learning Disability	Update the Special Education Plan to include Criteria for Identifying a Student with a Learning Disability that includes Educational assessment, clinical diagnosis, and the alignment with pertinent Ministry memorandums and guidelines.
P. 35	Intellectual Exceptionalities Criteria for Identifying a Student – Mild Intellectual Disability	Add additional details concerning adaptive functioning score and age at onset during developmental period before age 18.
P. 37	Special Education Placements Provided by the Board Special Education Class	Move ‘The range of placement options...’ and replace it with a table* that summarizes the Ministry of Education Exceptionality Categories, Definitions, and the Range of Placement Options. Add details concerning the placement option of a Primary/Junior Intensive Support Transition Class including <ol style="list-style-type: none"> 1. The Class Description and Objective Intensive Support Transition Class 2. Admission Requirements – assessment data and IPRC decision 3. Transition-Focus: continual and collaborative Program and Placement Review
P. 46	Special Education Equipment	Update the Ministry link with the new SEA Guidelines, when available, for the 2022-2023 school year
P. 55	SEAC Member List	Update the list to include a new representative from the Kenora Association for Community Living when notified and remove Leslie Legros and Tom Fawcett as SEAC Members-at-Large. Include a First Nations SEAC Representative and a Red Lake member when these membership vacancies are filled.

SECTION/Page	TOPIC	REVISIONS
P. 56	Specialized Health Support Services in School	Update the linked list of External Agency or Providers (AP 209) to reflect the current organizations and their service descriptions. (P. 3-5 and Appendix A) When proposed changes to the Administrative Procedure are finalized by the Executive Council Team, the new document will be linked to the 2022 KCDSB Special Education Plan.
P 58	Special Education Statistical Summary of IPRC Process	Update the summary table based on each school's IPRC process from the 2021-2022 school year, when available.
P. 59-60	Appendix B Special Education Staff 2021-2022 School Year	Update the KCDSB Special Education staff list for elementary and secondary panels.
P. 62	Appendix 10 Report to the Minister	Checklist signed by Director of Education

***Proposed Addition to Page 38 of the KCDSB Special Education Plan – 2022:**

Ministry of Education Exceptionality Categories, Definitions, and the Range of Placement Options		
Category	Definition	Placement Options
BEHAVIOUR	Behaviour	Based on current Student Needs and at the time of Review, the following Placement Options Provided by the Board include: <ol style="list-style-type: none"> 1. a regular class with indirect <u>support</u>; 2. a regular class with resource <u>assistance</u>; 3. a regular class with withdrawal <u>assistance</u>; 4. a special education class with partial <u>integration</u>; 5. a special education class full time
COMMUNICATION	Autism	
	Deaf and Hard of Hearing	
	Language Impairment	
	Speech Impairment	
	Learning Disability	
INTELLECTUAL	Gifted	
	Mild Intellectual Disability	
	Developmental Disability	
PHYSICAL	Physical	
	Blind and Low Vision	
MULTIPLE	Multiple Exceptionalities	



Kenora Catholic District School Board Special Education Advisory Committee (SEAC) Support

SEAC is supportive of the range of special education programs and services made available across the Kenora Catholic District School Board.

At the April 29, 2022 SEAC meeting, SEAC approved the following motions:

Motion #1 THAT, since SEAC has completed *its* consultations; and its annual review of the Board's Special Education Plan/Manual and consulted on the checklist, SEAC approve the April 2022 amendments to the Special Education Plan/Manual as presented.

Moved by: Dianne VanderZande
Seconded by: Anne Sweeney
Motion Carried
Date: April 29, 2022

Motion #2 SEAC recommends that the Board approves the April 2022 amendments to the Special Education Plan/Manual as presented and further, that the Board forwards the amendments and the requested checklist along with the Report to the Ministry of Education.

Moved by: Norine Schram
Seconded by: Diane VanderZande
Motion Carried:
Date: April 29, 2022

The above is attested to by:

A handwritten signature in blue ink, appearing to read "Norine Schram", is written over a horizontal line.

Norine Schram, Chairperson
Special Education Advisory Committee
Kenora Catholic District School Board

A handwritten signature in blue ink, appearing to read "Diane VanderZande", is written over a horizontal line.

Diane VanderZande, Vice Chairperson
Special Education Advisory Committee
Kenora Catholic District School Board



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Dedicated to Excellence in Catholic Education



February 19, 2022

Via email: minister.edu@ontario.ca

The Honorable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce:

On behalf of the Kenora Catholic District School Board, the KCDSB Special Education Advisory Committee (SEAC) stands in support of the Durham District School Board's *Special Education Advisory Committee's* letter concerning the decreases in Special Incidence Portion (SIP) claim funding. Special Education funding reductions result in the funding *being insufficient* to meet the costs of student support needs.

We appreciate that our *fellow* school boards across the province vary greatly in size, demographics, and greatest areas of need. We ask that you ensure that funding does not continue to diminish and that our Boards are provided with adequate resources to meet the support needs of our students with special education needs so that they can reach their full potential.

Thank you for acknowledging our letter regarding a decrease in Special Incidence Portion (SIP) claim funding.

Yours in Catholic Education,

Teresa Gallik
Chair of the Board of Trustees

Norine Schram
Chair of SEAC

Cc: Ontario Catholic School Trustees Association (OCSTA)
Ontario Catholic School Boards
Education Minister's Advisory Council on Special Education (MASCE)
KCDSB SEAC



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and the Church.

SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report
DATE:	Friday, April 29, 2022
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

There was a **System Professional Development Day** this past Friday, April 22. Staff completed a self-paced course on the basic information and requirements under the **Accessibility for Ontarians with Disabilities Act (AODA)** and the **Ontario Human Rights Code**. Topics included accessibility and eliminating barriers for individuals. As a follow-up to this Accessibility Session, KCDSB special education has provided school Resource Teams with information about the use of [sound-fields \(FM\) systems](#) and details about how to access the [Alternative Education Resources Ontario \(AERO\)](#).

Special Equipment Amount (SEA) training for the speech recognition software: **Dragon Naturally Speaking** has been provided to a student and a classroom-based educational assistant. KCDSB has contracted the Assistive Technology (AT) training company, [Learnstyle](#), to deliver program-specific education. [Dragon Naturally Speaking](#) is a powerful speech recognition tool that allows users to: dictate, edit, format, and control software applications. Simple commands are also used to find and navigate information on the internet. Sessions are individualized to build out tools and strategies that are designed remove barriers to learning, and the feedback from the training has been positive from both the pupil and the educators involved.