



## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING AGENDA

Date: April 19, 2021  
Time: 7:00 pm  
Location: Microsoft Teams

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1. Opening Prayer and Land Acknowledgement (Chair) - 5 minutes	
1.2. Approval of Agenda (Chair) - 2 minutes	
<b>2. Presentations</b>	
2.1. Budget Presentation (A. Lofts) - 30 minutes	1
<b>3. Actions to be Taken</b>	
3.1. Approval of Minutes - March 22, 2021 (Chair) - 2 minutes	26
<b>4. Declarations of Conflict on Interest</b>	
<b>5. Business Arising from Previous Meetings</b>	31
<b>6. Special Education Board Policy Review</b>	
6.1. Policy No. II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (Chair) - 30 minutes	32
<b>7. Action Items and Information Items</b>	
7.1. 2021-2022 SEAC Meeting Dates (Chair) - 5 minutes	36
<b>8. Communication to SEAC</b>	
8.1. Superintendent Report (S. Balogh) - 10 minutes	
8.2. Trustee Report (N. Guzzo) - 10 minutes	
8.3. Association Report - VOICE (R. Barreiro) - 10 minutes	37
<b>9. SEAC Discussion/Questions - 15 minutes</b>	

10. Meeting Summary and Next Steps
11. Next Agenda:
12. Resolution re: Absentees
13. Adjournment and Closing Prayer

# 2021-2022 Special Education

## Special Education Advisory Committee

Monday, April 19, 2021

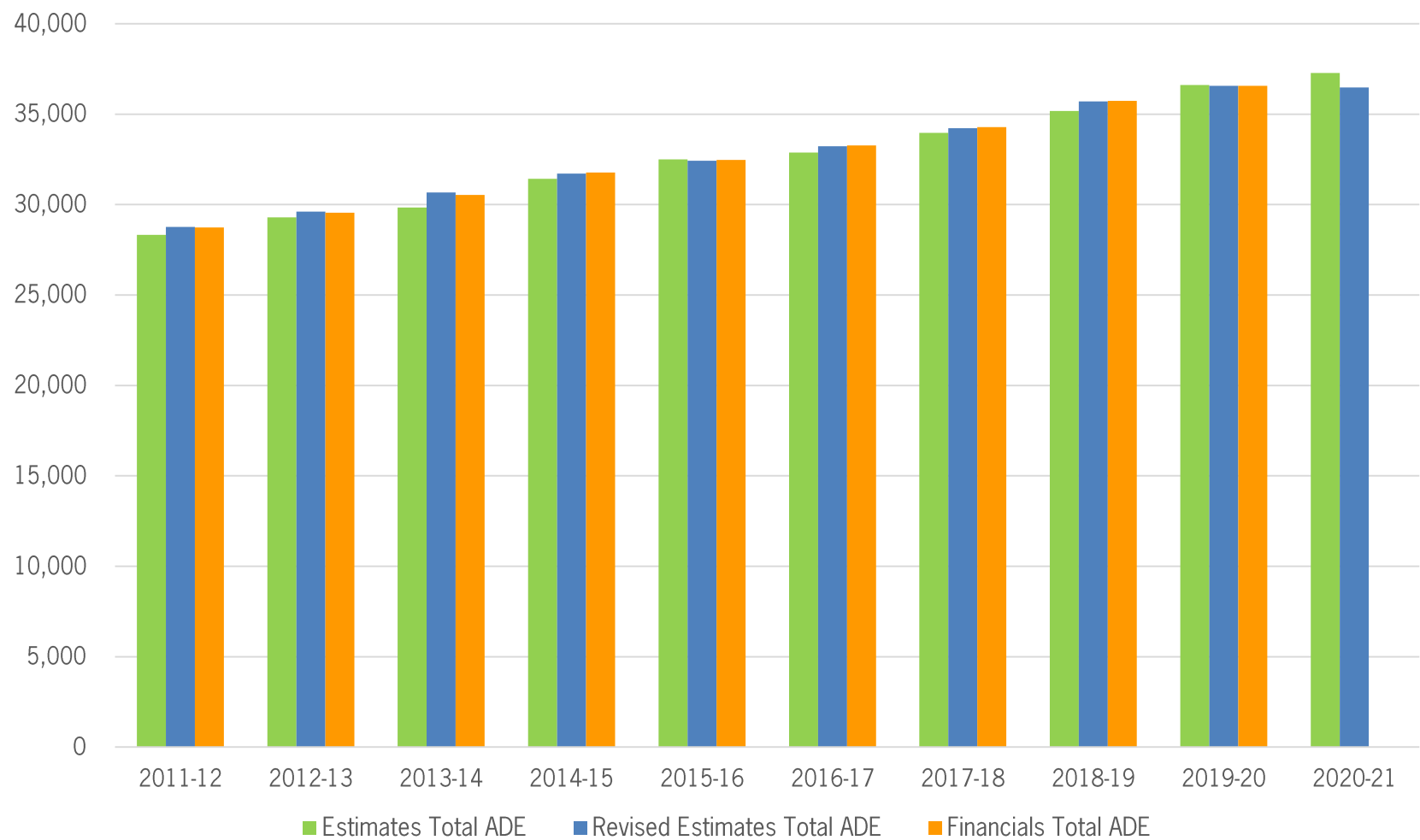
# Presentation Overview

1. HCDSB's Estimated Enrolment
2. Budget Consultation Survey
3. 2021-22 SEAC Priorities
4. HCDSB 2021-22 Budget Challenges
5. HCDSB 2020-21 Special Education Revised Estimates Revenues
6. HCDSB 2020-21 Special Education Revised Estimates Expenses

# **2021-22 Budget Estimates Draft: Enrolment**

# Enrolment Trends

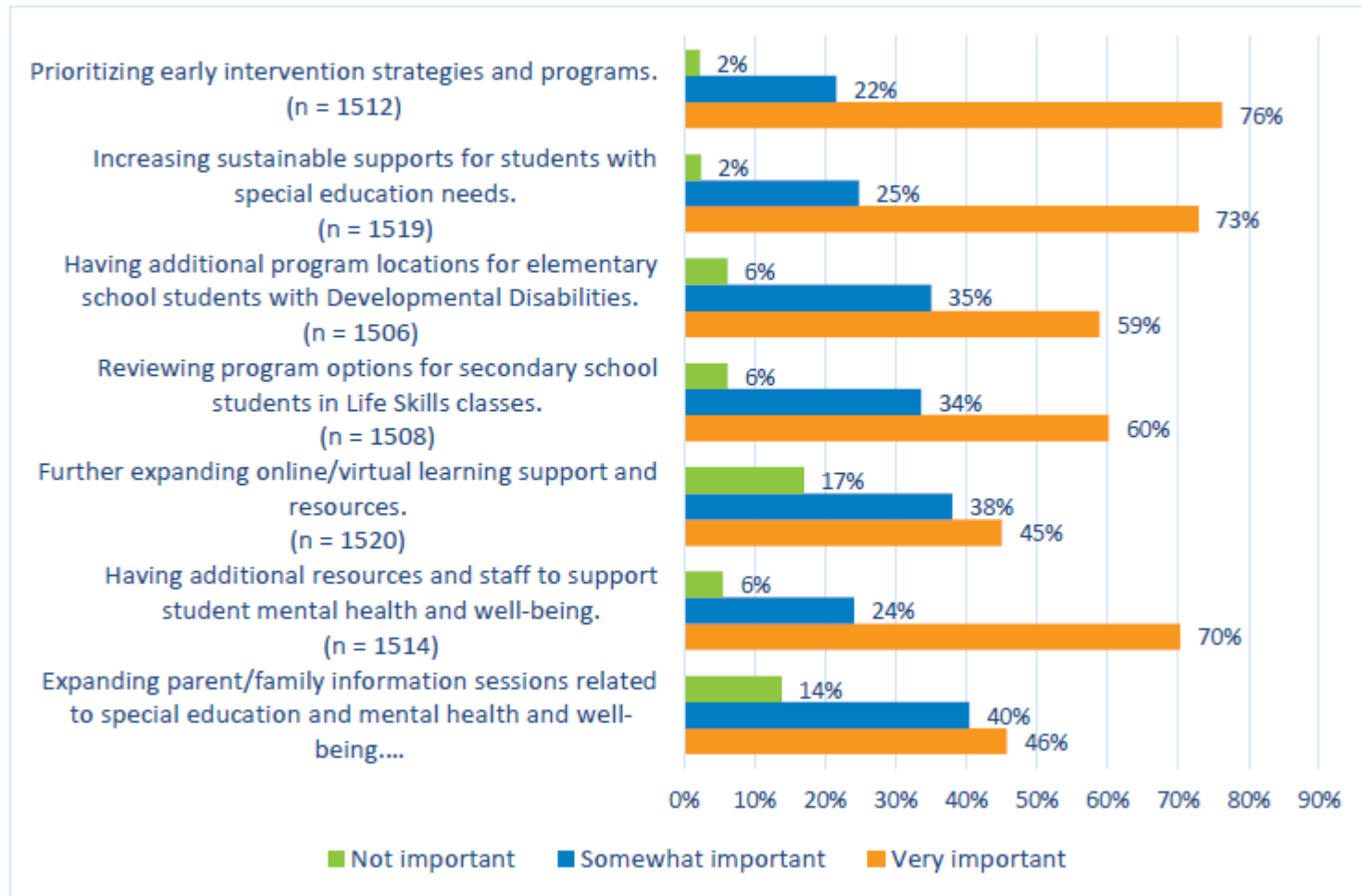
10 Year Overall ADE Comparison



# **2021-22 Budget: Consultation Survey**

# 2021-22 Budget Consultation Survey

**Figure 7. Importance of Special Education/Student Mental Health and Well-being**





# **2021-22 Budget: SEAC Priorities**

# 2021-22 SEAC Priorities

## Staffing

- Additional supports and resources around transitions.
- Additional French EA. Itinerant supports for identified students taking core, EF or EFI.
- Increased or redeployed staff -EAs, itinerant SERTs/gifted itinerants to support regular classroom teachers with differentiation, clustering and other accommodations and strategies for gifted students with a regular classroom placement, which includes all secondary gifted students.
- Supports for de-streamed secondary classes.
- Reduce psych assessment wait times.
- Increased programs and services for mental health: (secondary programming; mental health resources and programs; activities and outings for learning, socialization, and a sense of community).

# 2021-22 SEAC Priorities (continued)

## Facilities/Equipment

- Upgraded washroom in all schools to ensure at least one is fully accessible with change tables and are universal.
- Automatic accessible door access for all high traffic entrances in all schools.
- Adapted sports equipment for inclusive gym opportunities for ALL students.

## Professional Development/Training

- Gifted specific PD for SETs, SERTs and regular classroom teachers to better understand the needs of gifted students as well as the effective delivery of differentiation, clustering and other accommodations and strategies.
- Development of pandemic plan/dedicated staff training for Special Education Program delivery and supports for online learning or in-class with delivery.

## Technology

- Technology awareness; technology for developing different abilities for students with special needs).

# 2021-22 Budget: Challenges

# 2021-22 Budget Challenges

## GSN Allocation

- The Grants for Student Needs (GSN) funding has not yet been announced by the Ministry of Education for 2021-22;

## Expense Uncertainties

- **Unknown continued costs and funding related to COVID-19**
- **Costs associated with employee absenteeism**
- **Increase in Technology Costs**
  - Potential need to continue distance Learning Initiative into 2021-22 school year
  - Hardware/Software/Internet Access
    - Ensuring all our students have access to the required technology

# 2021-22 Budget Challenges (continued)

## Expense Uncertainties (continued)

- **Increase in Transportation Cost**
  - May continue to limit the capacity, resulting in more buses and increased cost
  - May continue to require additional cleaning and disinfecting of buses on a regular basis
    - Results in increased costs

## Special Education Shortfall

- Historically have a shortfall in special education
- At 2020-21 revised estimates the projected shortfall was \$4.9 million.

# **2020-21 Special Education: Revised Estimates Revenues**

# 2020-21 Special Education Grant

The Special Education Grant provides additional funding for students who need special education programs, services and equipment.

The Special Education Grant is made up of the following components:

- Special Education Per-Pupil Amount (SEPPA);
- Differentiated Special Education Needs Amount (DESNA)
- Special Equipment Amount (SEA);
- Special Incidence Portion (SIP);
- Behaviour Expertise Amount (BEA).

The Special Education Grant can only be used for Special Education expenditures; any unspent amount is treated as deferred revenue.



# 2020-21 Special Education Revenue From Revised Estimates and Collective Agreements

Grant Revenue:	Enrolment	Amt/Pupil	2020-21
<b>Special Education Per-Pupil Amount (SEPPA)</b>			
JK to 3	10,928.00	\$1,035.38	\$11,314,633
Grades 4 to 8	12,446.50	\$795.31	\$9,898,826
Grades 9 to 12	12,991.50	\$524.95	\$6,819,888
			<b><u>\$28,033,347</u></b>
<b>Special Education Equipment Amount (SEA)</b>			
Claims Based Amount			\$400,000
Board Amount			\$10,000
Per-Pupil Amount-Elementary	23,374.50	\$36.101	\$843,843
Per-Pupil Amount-Secondary	12,991.50	\$36.101	\$469,006
			<b><u>\$1,722,849</u></b>
<b>Projected Measures of Variability Amount</b>			
Projected Measures of Variability (MOV) Amount			\$3,558,375
Projected MOV Special Education Statistical Prediction Model Amount			\$13,270,130
DSENA Base Amount for Collaboration and Integration			\$468,832
Multi-Disciplinary Team Support Amount			\$405,103
Multi-Disciplinary Teams Other Staffing Resources			\$359,697
			<b><u>\$18,062,137</u></b>
<b>Special Incidence Portion (SIP)</b>			<b><u>\$1,300,000</u></b>

Achieving Believing Belonging

# 2020-21 Special Education Revenue From Revised Estimates and Collective Agreements (cont.)

Grant Revenue (cont.):	Enrolment	Amt/Pupil	2020-21
<b>Behavioural Expertise</b>			
<i>Behavioural Expertise Board Allocation</i>			\$179,940
<i>Per-Pupil Amount-Elementary</i>	23,374.50	5.93	\$138,611
<i>Per-Pupil Amount-Secondary</i>	12,991.50	5.93	\$77,040
<i>ABA Training Board Allocation</i>			\$1,500
<i>Per-Pupil Amount-Elementary</i>	23,374.50	2.95	\$68,955
<i>Per-Pupil Amount-Secondary</i>	12,991.50	2.95	\$38,325
			<b><u>\$504,371</u></b>
<b>Allocation for Pupils in Self-Contained Classes</b>			<b><u>\$2,046,399</u></b>
<b>Other Revenues</b>			
Pupil Foundation Grant			\$269,274
Priorities and Partnerships Fund (PPF) Grants			\$779,147
Investment in System Priorities			\$793,000
			<b><u>\$ 1,841,421</u></b>

# 2020-21 Special Education Revenue From Revised Estimates (cont.)

Grant Revenue (cont.):	Enrolment	Amt/Pupil	2020-21
<b>Special Education Equipment</b>			
PLUS: SEA Enveloping - Opening Balance		\$700,883	
PLUS: SEA Enveloping - Current Year Allocation		\$1,322,849	
LESS: Amount Estimated Spent in Current Year		(\$2,023,732)	
EQUALS: SEA Enveloping - Ending Carry-Forward Balance		\$ -	
THUS: SEA Net Change in Carry-Forward Balance			<b><u>\$700,883</u></b>
<b>TOTAL</b>			<b><u>\$54,211,407</u></b>

# **2020-21 Special Education: Revised Estimate Expenses**

# 2020-21 Revised Estimates Special Education Expenses

Expense:	\$
<b>Special Education Resource Teacher Salaries and Benefits</b>	
(Including Secondary Department Heads and supply costs for PD)	<b><u>\$21,645,598</u></b>
<b>Educational Assistant Salaries and Benefits</b>	<b><u>\$25,254,036</u></b>
<b>Professionals and Paraprofessionals Salaries and Benefits</b>	
Central Administration Staff	
Secretarial Staff	
Social Workers	
Communicative Disorders Assistants	
Child & Youth Counsellors	
Psychometrists	
Speech & Language Pathologists	
Behaviour Analyst	
	<b><u>\$8,705,866</u></b>

# 2020-21 Special Education Expenses...(cont.)

Expense (cont.):	\$
<b>Consultants Salaries and Benefits</b>	
Educational Assistant Supervisors	\$241,100
Special Education Consultants	\$1,036,077
	<b><u>\$1,277,177</u></b>
<b>Non-Spec Ed Salaries and Benefits (under BAGG)</b>	
Superintendent of Special Education	\$0
Administrative Assistant	\$0
	<b><u>Note 1</u></b>
	<b><u>\$0</u></b>
<b>Total Salaries and Benefits Expense</b>	<b><u>\$56,882,677</u></b>
<b>Other Expenditures</b>	<b><u>\$2,245,647</u></b>
<b>TOTAL SPECIAL EDUCATION EXPENSE</b>	<b><u>\$59,128,324</u></b>

**Note 1:** The Superintendent of Special Education and Special Education Administrative Assistant's salary and benefits are not part of the Special Education expenses. These are included in the Board Administration & Governance Grant. SpecEd Transportation are covered in the Transportation Allocation.

# 2020-21 Special Education Revised Estimates Expenses

- Salaries and benefits represent \$56.9 million, or 96.2% of the total Special Education budget;
- The remaining \$2.2 million, or 3.8% of the budget is travel, textbooks, classroom materials, supplies, technology, equipment and workshops;
- **NOTE:** Special Education transportation cost is approximately \$2.6 million and is captured in the Transportation Budget. In addition, the salary and benefits for the Superintendent and Administrative Assistant of Special Education are covered under the Board Administration and Governance Grant.

# 2020-21 Special Education Shortfall

SPECIAL EDUCATION REVENUE SHORTFALL:	\$
Special Education Revenue	54,211,407
Special Education Expenditures	59,128,324
Total Special Education Shortfall	<u>(4,916,917)</u>

- Shortfall expected to be approximately \$4.9 million (compared to \$5.7 million at 2020-21 Estimates).
- **NOTE:** Other areas of the GSN are meant to complement special education expenses and help close this gap.



# 2020-21 Budget Report for the Six Months Ended February 28, 2021

Budget Assessment						Risk Assessment					
	2020/2021	2020/2021	2020/2021	Change		2020/2021	2019/2020		Year-to-year		Year-to-year Increase
	Original Budget	Revised Budget	Revised Budget	\$ Increase	% Increase	Expense	Expense	Percentage	Percentage	Increase	
	Estimates	Estimates	Forecast	(Decrease)	(Decrease)	Actuals	Actuals	Received	Received	(Decrease)	
	(in PSAB Format)	(in PSAB Format)	@ Feb 28, 2021 (in PSAB Format)	Revised Est. to Revised Forecast		@ Feb 28, 2021 (in PSAB Format)	@ Feb 29, 2020 (in PSAB Format)			\$	%
5100 Classroom Teachers											
1002 Salaries and Wages	17,037,900	17,249,888	17,249,888	-	0%	8,105,814	7,440,993	47.0%	47.0%	664,820	9%
1003 Benefits	2,194,900	2,250,810	2,250,810	-	0%	881,401	849,452	39.2%	42.3%	31,948	4%
1004 Professional Development	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
1005 Supplies and Services	50,500	50,500	50,500	-	0%	425	22,976	0.8%	60.2%	(22,550)	-98%
1009 Fees and Contract Services	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
Subtotal Classroom Teachers	19,283,300	19,551,198	19,551,198	-	0.00%	8,987,640	8,313,421	46.0%	46.5%	674,218	8.11%
5200 Occasional Teachers											
1002 Salaries and Wages	1,410,000	1,792,000	1,792,000	-	0%	331,138	715,024	18.5%	76.0%	(383,887)	-54%
1003 Benefits	125,100	163,300	163,300	-	0%	33,836	70,120	20.7%	77.2%	(36,284)	-52%
1004 Professional Development	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
1005 Supplies and Services	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
1009 Fees and Contract Services	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
Subtotal Occasional Teachers	1,535,100	1,955,300	1,955,300	-	0.00%	364,974	785,145	18.7%	76.1%	(420,171)	-53.52%
5310 Educational Assistants											
1002 Salaries and Wages	18,353,900	18,840,772	18,840,772	-	0%	10,031,570	10,093,520	53.2%	55.6%	(61,949)	-1%
1003 Benefits	6,295,500	6,413,264	6,413,264	-	0%	2,984,117	2,995,926	46.5%	49.7%	(11,809)	0%
1004 Professional Development	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
1005 Supplies and Services	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
1009 Fees and Contract Services	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
Subtotal Educational Assistants	24,649,400	25,254,036	25,254,036	-	0.00%	13,015,687	13,089,446	51.5%	54.1%	(73,759)	-0.56%
5500 Textbooks and Supplies											
1005 Supplies and Services	718,200	720,610	701,125	(19,485)	-3%	253,940	356,479	36.2%	60.2%	(102,538)	-29%
1009 Fees and Contract Services	84,600	83,990	141,934	57,944	69%	114,310	148,881	80.5%	40.8%	(34,571)	-23%
1010 Other Expenses	4,200	4,200	4,200	-	0%	358	959	8.5%	0.7%	(600)	-63%
Subtotal Textbooks and Supplies	807,000	808,800	847,259	38,459	4.76%	368,609	506,318	43.5%	46.7%	(137,709)	-27.20%
5400 Computers											
1005 Supplies and Services	633,300	633,300	633,300	-	0%	366,619	229,328	57.9%	78.4%	137,291	60%
1009 Fees and Contract Services	-	-	-	-	0%	-	-	0.0%	0.0%	-	0%
Subtotal Computers	633,300	633,300	633,300	-	0.00%	366,619	229,328	57.9%	78.4%	137,291	59.87%

# 2020-21 Budget Report for the Six Months Ended February 28, 2021 (continued)

Budget Assessment						Risk Assessment					
2020/2021 Original Budget Estimates  (in PSAB Format)	2020/2021 Revised Budget Estimates  (in PSAB Format)	2020/2021 Revised Budget Forecast @ Feb 28, 2021 (in PSAB Format)	Change			2020/2021 Expense Actuals @ Feb 28, 2021 (in PSAB Format)	Percentage Received	2019/2020 Expense Actuals @ Feb 29, 2020 (in PSAB Format)	Percentage Received	Year-to-year Increase (Decrease) \$	Year-to-year Increase (Decrease) %
			\$ Increase (Decrease)	% Increase (Decrease)							
			Revised Est. to Revised Forecast								
5600 Professionals, Paraprofessionals and Technicians											
1002 Salaries and Wages	6,790,700	6,874,265	6,674,215	(200,050)	-3%	3,219,791	48.2%	3,094,467	48.4%	125,325	4%
1003 Benefits	1,808,300	1,831,601	1,780,151	(51,450)	-3%	764,846	43.0%	745,522	49.1%	19,324	3%
1004 Professional Development	-	-	-	-	0%	-	0.0%	-	0.0%	-	0%
1005 Supplies and Services	147,300	147,300	147,300	-	0%	29,007	19.7%	40,552	37.7%	(11,545)	-28%
1009 Fees and Contract Services	-	-	-	-	0%	2,700	0.0%	-	0.0%	2,700	2700000%
Subtotal Professionals, Paraprofessionals and Technicians	8,746,300	8,853,166	8,601,666	(251,500)	-2.84%	4,016,344	46.7%	3,880,541	48.4%	135,803	3.50%
5800 Staff Development											
1002 Salaries and Wages	21,208	124,000	124,000	-	0%	21,208	17.1%	32,173	98.9%	(10,965)	-34%
1003 Benefits	1,710	12,900	12,900	-	0%	1,710	13.3%	2,641	98.9%	(930)	-35%
1004 Professional Development	116,087	461,017	431,017	(30,000)	-7%	116,087	26.9%	25,647	57.4%	90,441	353%
Subtotal Staff Development	139,006	597,917	567,917	(30,000)	-5.02%	139,006	24.5%	60,461	75.7%	78,545	129.91%
6700 Department Heads											
1002 Salaries and Wages	21,478	47,000	47,000	-	0%	21,478	45.7%	-	0.0%	21,478	2147822%
1003 Benefits	1,930	5,700	5,700	-	0%	1,930	33.9%	1,026	49.2%	905	88%
Subtotal Department Heads	23,409	52,700	52,700	-	0.00%	23,409	44.4%	1,026	32.6%	22,383	2182.48%
5900 Coordinators and Consultants											
1002 Salaries and Wages	520,402	1,103,578	1,103,578	-	0%	520,402	47.2%	520,081	48.0%	321	0%
1003 Benefits	75,605	173,599	173,599	-	0%	75,605	43.6%	76,848	44.7%	(1,243)	-2%
1005 Supplies and Services	12,301	39,580	42,380	2,800	7%	12,301	29.0%	17,849	56.6%	(5,548)	-31%
1010 Other Expenses	1,068	105,150	102,350	(2,800)	-3%	1,068	1.0%	1,635	11.2%	(568)	-35%
Subtotal Coordinators and Consultants	609,376	1,421,907	1,421,907	-	0.00%	609,376	42.9%	616,413	47.4%	(7,037)	-1.14%
Total Special Education Expenses	\$ 56,426,190	\$ 59,128,323	\$ 58,885,282	\$ (243,041)	-0.41%	\$ 27,891,663	47.4%	\$ 27,482,097	51.0%	\$ 409,565	1.49%

# Questions?

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: March 22, 2021  
Time: 7:00 pm  
Location: Microsoft Teams

Members Present	B. Agnew	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	R. Barreiro	P. Moran
	N. Guzzo	R. Quesnel
	J. Lim	D. Rabenda

Staff Present

S. Balogh, Superintendent of Special Education Services  
A. Bator, Special Education Consultant  
P. Daly, Director of Education  
O. Foese, Chief Psychologist  
N. Franz, Behaviour Analyst  
A. Jones, Manager, Educational Assistants  
D. Kollee, Chief Speech Language Pathologist  
K. Mann, Behaviour Analyst  
K. McCarthy, Special Education Consultant  
J. O'Reilly, Special Education Coordinator  
M. Pickett, Special Education Staff  
L. Vacca, Special Education Consultant

Members Excused

M. Duarte  
D. Hotopeleanu  
H. Karabela  
S. Sweet  
T. Veale

Members Absent

Recording Secretary A. Hughes

### 1. Call to Order

The chair called the meeting to order.

#### 1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:01 p.m. with a prayer led by the Chair.

#### 1.2 Approval of Agenda

**Moved by:** M. Lourenco

**Seconded by:** P. Moran

**RESOLVED**, that the agenda be accepted as received. **CARRIED**

### 2. Presentations

#### 2.1 Spirit of Inclusions Awards Presentation (Chair)

B. Agnew welcomed the Spirit of Inclusion recipients, their families, and school staff.

B. Agnew explained the Spirit of Inclusion Award and that the SEAC selection committee had another challenging task this year in selecting this year's recipients. After careful deliberation, recipients were selected for this year's elementary and secondary award.

B. Agnew shared some nomination information describing the many attributes and qualities that led to Rachel of St. Benedict Catholic Elementary School being selected as recipient of the Spirit of Inclusion elementary award. The student was presented with a plaque and photos were taken.

B. Agnew shared nomination information describing the many attributes and qualities that led to Robby, a student at Holy Trinity Catholic Secondary school, being chosen as this year's secondary recipient of the Spirit of Inclusion award. A school plaque was presented, and photos were taken.

## **2.2 Behaviour Analysts Services and Support, ABA Bonanza Presentation (N, Franz, K. Mann & J. O'Reilly)**

B. Agnew introduced J. O'Reilly, Special Education Coordinator and Behaviour Analysts Nicole Franz and Katie Mann who presented on the Behaviour Analysts role at HCDSB, processes for student and school support and the upcoming ABA Bonanza. The presentation is attached.

## **3. Action to be Taken**

### **3.1 Minutes of the February 22, 2021 SEAC Meeting**

**Moved by:** M. Lourenco

**Seconded by:** N. Guzzo

**RESOLVED**, that the minutes of the February 22, 2021 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

## **4. Declarations of Conflict of Interest**

There were no conflicts of interest reported.

## **5. Business Arising from Previous Meetings (Chair)**

M. Lourenco asked about the updates to members on the Psychological Assessment wait list. S. Balogh responded that members were updated in November 2020 and that she has an update in her Superintendent report later in the evening. Updates will continue to be provided at the November, March and June meetings.

M. Lourenco asked for clarification on the process for the budget priorities. S. Balogh responded that an email will be going out later this week with the feedback members provided on budget priorities. Members were encouraged to send any further suggestions, if interested, following the meeting. S. Balogh informed members that results from the budget survey to the greater community were not available yet. The intent is that in April the information will be reviewed, along with having a presentation from A. Lofts, Superintendent, Business Services & Treasurer of the Board.

## **6. Special Education Board Policy Review (Chair)**

A red line version of Policy No. II-29 Inclusion and Range of Placement options for Identified Exceptional Students was included in the meeting package for members to review. B. Agnew asked members for input or questions on the policy. The proposed changes were reviewed, and members provided feedback. It was suggested that the policy be deferred to the May 11<sup>th</sup> policy meeting rather than the April 13<sup>th</sup> policy meeting in order to provide more time for review by members. The Chair encouraged members to send any further input by email.

## **7. Action and Information Items**

### **7.1 Transition Planning Sub-Committee Update (S. Balogh/J. O'Reilly)**

B. Agnew informed members that the Transition Planning Sub-Committee had a meeting. S. Balogh and J. O'Reilly provided information on the discussions and outcomes from the meeting such as; a transition checklist, grade 8 to grade 9 transition, update and print the parent guide to special education and a transition FAQ on the Board website. The report is attached.

### **7.2 Special Education Plan Sub-Committee Update (S. Balogh)**

S. Balogh told members that the Special Education Plan Sub-Committee had their first meeting and that a draft document was included in the SEAC meeting package for members to review. An overview of the special education plan revision process, timelines and initial revisions to the community consultation process was provided. Members will receive an email with a form to gather input on the plan following the meeting.

### **7.3 SEAC Meeting Evaluation (S. Balogh)**

The SEAC meeting evaluation form was emailed to members at the beginning of March to solicit feedback toward more effective meetings. The response rate was low. S. Balogh reviewed the responses submitted and noted the major themes and consistencies for each of Stop; Start; Continue; and Comments sections of the evaluation.

S. Balogh addressed suggestions such as maintaining timelines on the agenda and using time effectively at meetings, more participation from members, focusing on action plans, and to continue with presentations from staff.

## **8. Communications to SEAC**

### **8.1 Superintendent's Report**

S. Balogh provided updates on:

World Down Syndrome Day: was March 21<sup>st</sup>. Many schools showed their support by "Rocking their Socks" and shared their celebrations on social media platforms such as Twitter.

Congratulations: to Denise Kollee, our Chief Speech Pathologist and our Speech and Language department at large, who are the recipients of the Unsung Hero Award from the School of Rehabilitation Science at McMaster University. This award recognizes those who have made a special contribution to the School of Rehabilitation Science, in particular those who go above and beyond the call of duty.

Staff Professional Development and Training: a new SERT meeting was held in March which included topics such as an introduction to the ABA and HCDSB transition process from preschool to post-secondary. A session was held for elementary SERTs and SETs, topics such as virtual resources, the entry process into specialized classes (CLC, STC, ESC & Gifted), the SEA Showcase, and a KTEA presentation from ISERTs and the Psychology Department were reviewed. The Selective Mutism training was well-attended by ISERTs and Speech and Language staff. SLPs/CDAs have completed professional development on the Story Champs program they are using to support narrative development.

Mental Health and Wellbeing: The Mental Health Team is offering a parent information series and communication went out across the system over the weekend. The sessions will be offered once per week on various topics related to mental health, wellbeing and parenting for six consecutive weeks. All presentations will be recorded live and a link to each live session will be posted on the Board's homepage

the day of the scheduled presentation. The recorded presentation will also be available on the Board's website and YouTube channel for later viewing.

Youth Leadership Program for Newcomer Youth: three sessions have been presented. The first was done by the social work department and it was a presentation on Mental Health Resources. The second presentation was done by the CYC department and the topic was: Bullying, Social Isolation and Healthy Relationships. The third presentation was done by the Psychology department on the topic of anxiety and how to manage it. Thank you to our team who have been responsive to the needs of our system and for their collaboration with our Settlement Workers.

SNAP Program: STOP NOW AND PLAN (SNAP), is an evidence-based program new to HCDSB. It is a preventative, proactive, self-regulation, and conflict resolution program for children aged 6-12. The program runs once a week for 13 weeks and is delivered by the Child & Youth Counsellor and are teacher supported. The pilot will roll out in three phases starting in March 2021 until December 2021 with full implementation in January 2022. We will be piloting this program in grade 3 classes to start as it aligns with our boards model of focused support for K-3.

Psychology: a committee of Chiefs, Psychology staff, Social Workers and CYCs are revising the life promotion suicide response protocol. Our clinical staff is participating in an exploration of new brief digital interventions and associated progress monitoring tools under guidance from School Mental Health Ontario and Harvard university. Our staff are predominantly working on February 2020 referrals, which corresponds to a wait time of 13 months.

Educational Assistants: Itinerant EAs are continuing to work on completing the Relias training (ABA) with our BAs and are working on Boardmaker 7 training, including necessary coaching at school sites.

## **8.2 Trustee Reports**

N. Guzzo reported on:

- Since the last SEAC meeting there were two Board meetings on March 2 and 16, 2021.
- There were amendments to a resolution to increase the ability to have access for a line of credit for purchasing land for new builds.
- External auditors have been appointed for a period of one year.
- There was a student mental health motion to have mental health programs that are available online reviewed with a report back to the Board. It was also passed that as a Board to write a letter to the Ministry of Education to request an update to the curriculum so that it is inclusive of all groups.
- There was a motion to expand the regional French immersion program to eliminate the waitlist by the 2022-2023 school year.
- The Board is continuing to work on the strategic plan.
- There will be two Board meetings and a policy meeting in April.

## **9. SEAC Discussion/Questions**

The PRO Grant speaker list was sent to members for feedback. Some feedback was received. B. Agnew asked members to email her with their speaker preference.

P. Moran indicated he is preparing a document to present at a future SEAC meeting on SEAC Goals and meeting effectiveness.

**10. Meeting Summary and Next Steps****11. Next Agenda: Meeting Monday, April 19, 2021**

The agenda will include a Budget Presentation and SEAC meeting dates will be established for the next school year.

**12. Adjournment****12.1 Resolution re Absentees (Chair)**

**Moved by:** N. Guzzo

**Seconded by:** M. Lourenco

**RESOLVED**, that M. Duarte, D. Hotopeleanu, H. Karabela, S. Sweet and T. Veale be excused.

**CARRIED**

**12.2 Adjournment and Closing Prayer (Chair)**

**Moved by:** P. Moran

**Seconded by:** M. Lourenco

**RESOLVED**, that the meeting adjourn. **CARRIED**

The meeting adjourned at 9:03 p.m. with a prayer led by the Chair.



## HALTON CATHOLIC DISTRICT SCHOOL BOARD - SPECIAL EDUCATION ADVISORY COMMITTEE

## BUSINESS ARISING FROM PREVIOUS MEETINGS – April 19, 2021

SEAC MEETING DATE	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 5, 2020	SEAC Discussion	Development of Sub-Committees	All	Ongoing/As Needed
October 26, 2020	Business Arising	Letter to the Ministry of Education regarding Special Education Funding model	M. Lourenco and SEAC members	Pending

<b>Inclusion and Range of Placement Options for Identified Exceptional Students</b>	
<b>Adopted:</b> September 26, 1995	<b>Last Reviewed/Revised:</b> May 16, 2017
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-13 Psycho-Education Psychological Assessment of Individual Students</a> <a href="#">II-45 Equity and Inclusive Education</a> <del>N/A</del>	

## Purpose

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

## Application and Scope

This policy applies to all ~~students~~ ~~children~~ registered with and attending schools in the Board.

The responsibility for implementation of this policy applies to the Board's senior administration, school administrators, teachers and academic support staff employed by the Board to support the needs of students identified as exceptional under the Education Act.

## References

[Ont. Reg. 181/98, S.17. \(1\)](#)

[Ont. Reg. 181/98, S.18. \(2\)\(c\)](#)

[PPM 140 - Incorporating Methods of Applied Behaviour Analysis \(ABA\) into Programs for Students with Autism Spectrum Disorders \(ASD\)](#)

[PPM 156 - Supporting Transitions for Students with Special Education Needs](#)

[PPM 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para-Professionals](#)

[Regulation 298, Section 31](#)

[Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide](#)

[Supreme Court of Canada Ruling \(1997\)](#)

## Education Act 1(1)

## Halton Catholic District School Board Special Education Annual Plan

## Definitions

**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...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## Principles

- The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.
- The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.
- The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.
- The ‘appropriateness’ of a student’s placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child’s parents, school/Board staff, and the providers of the professional services received by the student.
- In keeping with Supreme Court of Canada rulings (Eaton, Feb. 6~~Oct. 9~~, 1997~~6~~) and with direction from the Ministry of Education for Ontario (June 9, 1994 Memo), the integration of exceptional pupils is the normal practice, when such a placement meets the student’s needs (i.e. is in “the best interest of the student”). Consequently, as per Regulation 181/98 S.17 (1-2), the regular classroom, with appropriate support, in a student’s community school is the first placement option considered for all students ~~the default placement for students~~, regardless of identified exceptionality, ~~shall be the regular classroom with appropriate support~~ unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.
- The Identification, Placement and Review Committees of the Board (IPRC):
  - Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, would meet the child’s needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
  - Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
  - The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the Board.

- The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

## Requirements

- In a spirit of partnership, parents are encouraged to make the school aware of a child's special needs prior to or at the time of registration.
- The principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.
- The extent to which changes in placement involve changes between classes, schools, or non-Board agencies and the Board, transition procedures shall be implemented as part of the entry plan to a new placement as outlined in *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Transition procedures will comply with the direction provided to boards in *PPM 140 'Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)'* and *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular school and/or Board team meetings and parent consultation.
- Support for meeting the needs of identified students and assistance for their ~~teachers~~ staff shall be provided to the placement by centrally deployed Special Education staff and system itinerant staff.
- Specialized Board-provided transportation is afforded for those students whose placement and special needs meet Board and Ministry criteria.
- Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the ~~Halton Community Care Access Centre- Local Health Integration Network (LHIN)~~ in response to applications for service having been received from the principal of the school hosting the student's placement. The Board shall ensure that *PPM 149 'Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para- Professionals'* is regularly reviewed.
- The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in the ~~her/his~~ Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education class placement deemed ready to benefit from integration will require an IPRC to place ~~her/him~~ the student in a part time Special Education class placement before integration transitions may begin.

- Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.
- Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.
- Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements\* as defined by the Ministry, and across exceptionalities, that are required to fulfil IPRC decisions.

\*Ministry of Education's five Placement Options are as follows:

***A regular class with indirect support:***

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

***A regular class with resource assistance:***

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

***A regular class with withdrawal assistance:***

The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified Special Education teacher.

***A Special Education class with partial integration:***

The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

***A Special Education class full-time:***

The student is placed by the IPRC in a special education class for the entire school day, where the student-teacher ratio conforms to Regulation 298, Section 31.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

## SEAC PROPOSED MEETING DATES 2021-2022

MEETINGS	DAY	DATES
SEAC	Monday	September 27, 2021
SEAC	Monday	October 25, 2021
SEAC	Monday	November 29, 2021
SEAC	Monday	December 13, 2021
SEAC	Monday	January 31, 2022
SEAC	Monday	February 28, 2022
SEAC	Monday	March 28, 2022
SEAC	Monday	April 25, 2022 (Proposed PA DAY)
SEAC	Monday	May 30, 2022
SEAC	Monday	June 13, 2022

Proposed March Break: March 14 - 18, 2022


Holy Week: the week of April 18, 2022

Easter Monday: April 18, 2022

Student Awards of Excellence: April 11, 2022 (tentative)

## Special Education Advisory Committee (SEAC)

### Association Report

<b>Association:</b>	VOICE For Deaf and Hard of Hearing Children
<b>Representative:</b>	Rick Barreiro Rhonda Quesnel
<b>Meeting Date:</b>	April 19, 2021
<b>Upcoming Events or Conferences</b>	<p><b>2021 Annual VOICE Conference May 7<sup>th</sup>-8<sup>th</sup></b>  <b>CONNECT COLLABORATE CELEBRATE</b>  Online Conference  The 2021 Annual VOICE Conference: Connect, Collaborate &amp; Celebrate is only weeks away! Register and join us on May 7 &amp; 8 to hear from incredible speakers on some very interesting topics. Click <a href="#">HERE</a> to learn more about this year's virtual Conference and to check out some of the topics that will be discussed.  <b>*Professionals will be able to apply for CEU credits from AG Bell!</b></p> <p><b>Dress Loud Day – Month of May</b>  May is Speech &amp; Language Awareness Month and we'll be celebrating Dress Loud Day... ALL month long!</p> <p>Check out how you can support VOICE and have fun, from the comfort of your own home, by clicking <a href="#">HERE</a>.</p>  <p><b>2021 Webinar Series</b></p> <ul style="list-style-type: none"> <li>• <b>Support for SEAC - April 13 @ 8:00 p.m.</b> Guest speakers included Rhonda Quesnel and Brenda Agnew</li> <li>• <b>Candidacy and Counselling for Cochlear's Bone Conduction Solutions - April 20 @ 8:00 p.m.</b></li> <li>• <b>Hearing Loss and Accessing Different Languages - April 27 @ 8:00 p.m.</b></li> </ul>

	<p><b>Collaboration Webinar Series</b> VOICE has partnered with Rumball EarlyON Child and Family Centre, Silent Voice, EarlyON Child and Family Centre and Early Abilities to bring you three very exciting webinars as a part of our Collaboration Webinar Series beginning on Thursday, April 22nd. To learn more about these webinars and to register, click <a href="#">HERE</a>.</p> <ul style="list-style-type: none"> <li>• <b>Facilitating Your Child's Language Development - April 22 @ 7:30 p.m.</b></li> <li>• <b>Sharing Your Journey with Young Adults - May 22 at 8:00 p.m.</b></li> <li>• <b>Sharing Your Journey with Parents - June 22 at 8:00 p.m.</b></li> </ul>
<b>Website links/Brochure /Flyer attachments:</b>	<p><a href="#">VOICE for Deaf and Hard of Hearing Children</a></p> <p><a href="#">VOICE April Newsletter</a></p> <p><a href="#">Register for Events</a></p>
<b>New Initiatives:</b>	
<b>Other Information:</b>	<p>VOICE's <b>Teen Outreach Program (TOP)</b> is a platform that empowers youth with hearing loss by guiding and encouraging them to exceed their goals while providing the necessary tools and resources in order to develop strong self-advocacy, communication, and leadership skills. To learn more, click <a href="#">HERE</a>.</p> <p><b>YAWA (Young Adults With Awareness)</b> Wednesday evenings from 7:00-8:30 explore the challenges of hearing loss throughout the transition from High School to Post Secondary Education. This is an opportunity for individuals with hearing loss to explore their beliefs, learn skills in advocacy and social settings as well as join a community of other like-minded individuals. YAWA is for Youth ages 13+! Every meeting is hosted by a group of young adults with hearing loss. For more information click <a href="#">YAWA</a>.</p>