

# THAMES VALLEY DISTRICT SCHOOL BOARD

## SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA

May 27, 2019, 5:00 P.M. - 7:00 P.M.

London Room

Note: For those meetings starting at 12:15 p.m, lunch is provided in advance; please arrive early.

\*Meetings are scent free\*

### Pages

1. Call to Order
2. Confirmation of Agenda
3. Conflicts of Interest
4. Report of the Previous Meeting 2019 May 6 1  
The report of the previous meeting is provided for information.
5. Business Arising from the Minutes
6. Special Education Budget 2019-2020 6  
**Timed Item 5:15 - 5:45 pm**  
Finance Department
7. Accessibility Committee Working Group Update  
**Timed Item 5:45-6:00 pm**  
A. Marlowe
8. 2019/2020 SEAC Meeting Date and Times 12
9. Department Priorities/Standing Items
  - a. PPM 161 Update
  - b. Service Animals
  - c. Exclusion of Students from School
  - d. Modified Program for Non-Exceptional Students
  - e. Jordan's Principle
10. Special Education Advisory Committee Priorities (Standing Item)

11. Special Needs Strategy Update (Standing Item)
12. Special Education Plan (Standing Item)
13. Modified Day Guidelines (Standing Item)
14. Correspondence (Standing Item)
  - a. Ottawa-Carlton District School Board, Board of Trustees Chair 13
  - b. Ottawa-Carlton, SEAC Chair 15
15. Other Business
16. Forum: Association Updates (Round Table)
17. 2018-2019 Meeting Dates  
Tuesday, June 11, 2019 12:15 p.m.
18. Future Agenda Items
19. Adjournment

## REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

May 6, 2019  
6:39 p.m. - 9:02 p.m.

### MEMBERS

A. Morse, Easter Seals Ontario  
B. Harvey, Epilepsy Support Centre  
P. Cook, Learning Disabilities Association of Ontario  
M. Barbeau, Voice for Hearing Impaired Children  
J. Wright, Community Services Coordination Network (CSCN)  
T. Grant, Fetal Alcohol Spectrum Disorder Network  
J. Gritzan, Thames Valley Children's Centre  
J. Courtney-Nuyens, Thames Valley Council Home and School Associations (+6:44)  
J. Bennett, Trustee  
L. Pizzolato, Trustee  
B. Yeoman, Trustee  
D. Shore-Reid, Learning Disabilities Association London  
S. Grabstas, Vanier Children's Services

**Regrets:** C. Thammavonga, N. Brown, B. Furac, L. Turner-Otte,  
L. Dunlop-Dibbs, M. Cvetkovich, S. Young,

### ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education (-6:49)  
A. Leatham, Learning Supervisor  
R. Ferrara, Learning Supervisor  
J. Bruce, Elementary Principal  
T. Birtch, Secondary Principal  
S. Smith, Corporate Services  
J. Hubert, LSS (+6:49)(-7:09)  
K. Hillman, Psych Services (+6:49)(-7:09)

#### 1. Call to Order

Chair Bennett called the meeting to order at 6:39 p.m. in the London Room at the Education Centre.

#### 2. Confirmation of Agenda

The agenda was approved on motion. Item 9 was addressed first.

#### 3. Conflicts of Interest

None declared.

#### 4. Report of the Previous Meeting

The report of the 2019 April 2 Special Education Advisory Committee meeting was provided for information.

#### 5. Business Arising from the Minutes

##### Role of the Special Education TOSA- item 7.0

A. Leatham outlined the role of the Special Education Teacher on Special Assignment (TOSA) reporting TOSAs work collaboratively with school teams to support students identified as exceptional. TOSAs are trained in multiple resource areas such as Autism Spectrum Disorder (ASD), Behaviour, Developmental Education, Kindergarten, Gifted, and Learning Disabilities.

## **TVDSB-Identification Placement Review Committee (IPRC) Student Replacement Options – item 8.0**

In response to a question regarding IPRC feedback Administration reported the feedback SEAC provided has been applied to the revisions, in collaboration with feedback from parent and Principal groups. A. Canham committed to sending a summary document of all of the feedback received from stakeholders to SEAC members. (See SEAC-1)

### **6. Ontario Autism Program (OAP) Update**

Through a power point presentation A. Leatham presented the Supporting Students with Autism Spectrum Disorder report. The Ontario Autism Program (OAP) program was outlined, funding for families, wait-list data, funding for educational institutions, educator professional learning, Behaviour Expertise Amount allocation (BEA), Applied Behaviour Analysis (ABA), and Priorities and Partnership Fund (PPF) were reviewed.

Questions of clarification regarding the allocation of EA staffing and after school programming were answered by Administration.

### **7. Special Education Budget 2019 – 2020**

A. Leatham provided an update on Grants for Student Needs(GSN) and the overall Special Education Budget noting the overall GSN's and Education Programs- Other (EPO) information has been released. The detailed dollar amounts provided through the GSN technical paper have not been made available and an update will be provided to the committee as information is received.

### **8. IPRC Placement Options**

A. Leatham provided information on IPRC Class Placements within TVDSB noting the Ministry of Education permits five possible placements: regular classroom with indirect support, regular classroom with withdrawal assistance, special education self-contained class full time, regular class with resources assistance, and a special education class with partial integration.

Questions of clarification regarding school attendance, criteria for identification, classification of current placements, partial integration, accommodation/modification of credits, the online learning curriculum and requirements were answered by Administration.

The following motion was moved and carried:

THAT the TVDSB Special Education Advisory Committee records its support for offering five IPRC placement options.

### **9. CCAT-7 (Gifted Screening)**

R. Ferrara introduced J. Hubert, Learning Support Services and K. Hillman, Professional Services- Psychology. Through a power point presentation K. Hillman shared information pertaining to the switch from InSight to CCAT7(2018-2019). It was noted that CCAT7 is a common assessment used by many Districts across the Province.

K. Hillman reported CCAT7 will support earlier identification, administration and increased tracking of gifted students. J. Hubert provided information on timelines; noting the change from testing in grade 4 to grade 3.

J. Hubert provided information on the method of testing gifted students reporting students are tested on problem solving materials that are not taught in the classroom, based on reasoning abilities. The reasoning abilities are measured on verbal, quantitative and nonverbal skill; the 3 domains related to success in schools. Data support services, Psychology, training and next steps were highlighted.

Questions of clarification regarding identification, tiered interventions, staffing capacity, Learning Coordinators and LSTs, IPRCs, testing format, dual diagnosis, accommodations, and referrals/recommendations were answered by Administration.

**10. Special Education Advisory Committee Priorities (Standing Item)**

None.

**11. Special Education Plan (Standing Item)**

**a. Standard 1**

A. Leatham reviewed Standard 1: The Board's Consultation Process for the Special Education Plan outlining changes to the document.

Questions of clarification regarding program changes, the model of delivery of professional services, and communication methods to School Councils and parents were answered by Administration.

SEAC was invited to present at a TVSSAC meeting.

Suggested edits were recorded by R. Ferrara.

**b. Standard 9**

A. Leatham reviewed Standard 9: Special Education Placements Provided by the Board outlining changes to the document.

Questions of clarification regarding resource teams, Special Education TOSAs, placement/intervention, itinerants, integration/partial integration, the communication plan for implementation and indirect support were answered by Administration.

Suggested edits were recorded by R. Ferrara.

**c. Standard 15**

A. Leatham reviewed Standard 15: Accessibility of School Buildings outlining changes to the document.

Suggested edits were recorded by R. Ferrara.

**12. Modified Day Guidelines (Standing Item)**

R. Ferrara reported on the number of elementary students currently on a modified day program.

Questions of clarification regarding tracking of modified day numbers by the Ministry were answered by Administration.

**13. Correspondence (Standing Item)**

**a. Durham District School Board**

Chair Bennett presented for information a copy of a letter from the Durham District School Board (DDSB) to Minister Thompson expressing concern at the proposed changes to the Provincial funding model for the Ontario Autism Program and the impact it will have on children, families and school boards.

**b. Bluewater District School Board**

Chair Bennett presented for information a copy of a letter from the Bluewater District School Board (BDSB) in support of Bill 44, Education Amendment Act (Fetal Alcohol Spectrum Disorder). A copy was provided to the committee prior to the meeting.

The committee discussed sending a letter.

Questions of clarification regarding letter writing on behalf of SEAC, SEAC Chair distribution lists and the process for sending/receiving letters for SEAC were answered by Administration.

**14. Other Business**

Chair Bennett recognized the SEAC members as part of Volunteer Appreciation Week, pins were distributed to the committee.

R. Ferrara provided an update on the Use of Service Dogs by Students and Staff Procedure (5012f) and the Accessibility Standards for Customer Service Policy (5012) reporting updates are on hold. R. Ferrara reported the Ministry sent out a Policy/Program Memorandum (PPM) providing guidelines, feedback and next steps for the procedure and policy. It was noted an extension was provided until September 2020.

R. Ferrara provided an update on Jordan's Principle noting that it is the Administrations intent to have a draft of the TVDSB guidelines ready to be shared with SEAC prior to the end of the school year.

Questions of clarification regarding service animals guidelines, modified program for non exceptional students and accommodation for students were answered by Administration.

**15. Forum: Association Updates**

Round table updates were completed; committee members highlighted some of the events and activities planned by various organizations in May and June. As a follow up to the meeting event flyers will be emailed out to the committee members as they are received by Corporate Services.

**16. 2018-2019 Meeting Dates**

The 2019-2020 meeting dates were provided in the agenda package. The next meeting(s) are scheduled for 2019 May 27, 5:00 p.m. and 2019 May 27, 7:00 p.m.

**17. Future Agenda Items**

- Accessibility Committee Working Group Update (May 27 [1])
- Special Education Budget 2019 – 2020 (May 27 [1])
- PPM 161 Update (May 27[1])
- Exceptionality Data and Trends (May 27[2])

- Special Education Organization (May 27[2])
- Modified Program for Non-Exceptional Students (May 27[2])

**18. Adjournment**

The meeting adjourned at 9:02 p.m. by motion.

**Recommendations:** None.

---

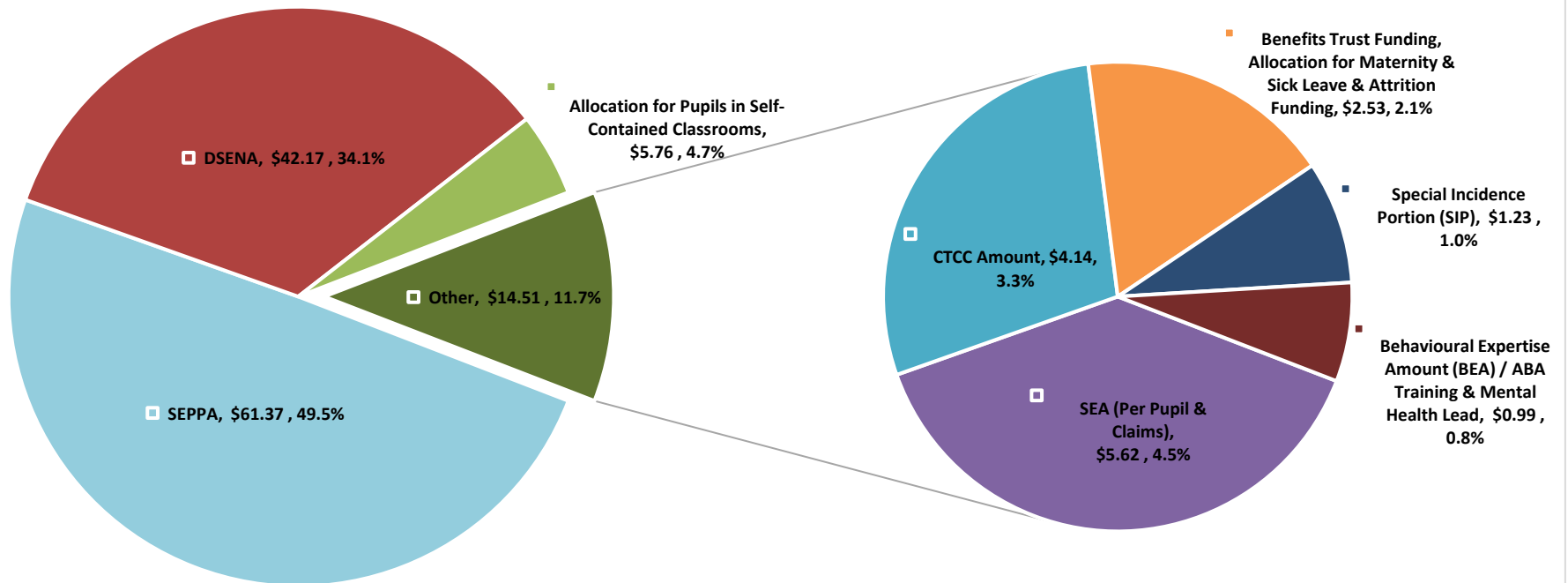
**Joyce Bennett**  
CHAIRPERSON

**2019-2020 Preliminary Budget**  
**Special Education Surplus / (Deficit)**  
**Special Education Advisory Committee - May 27, 2019**

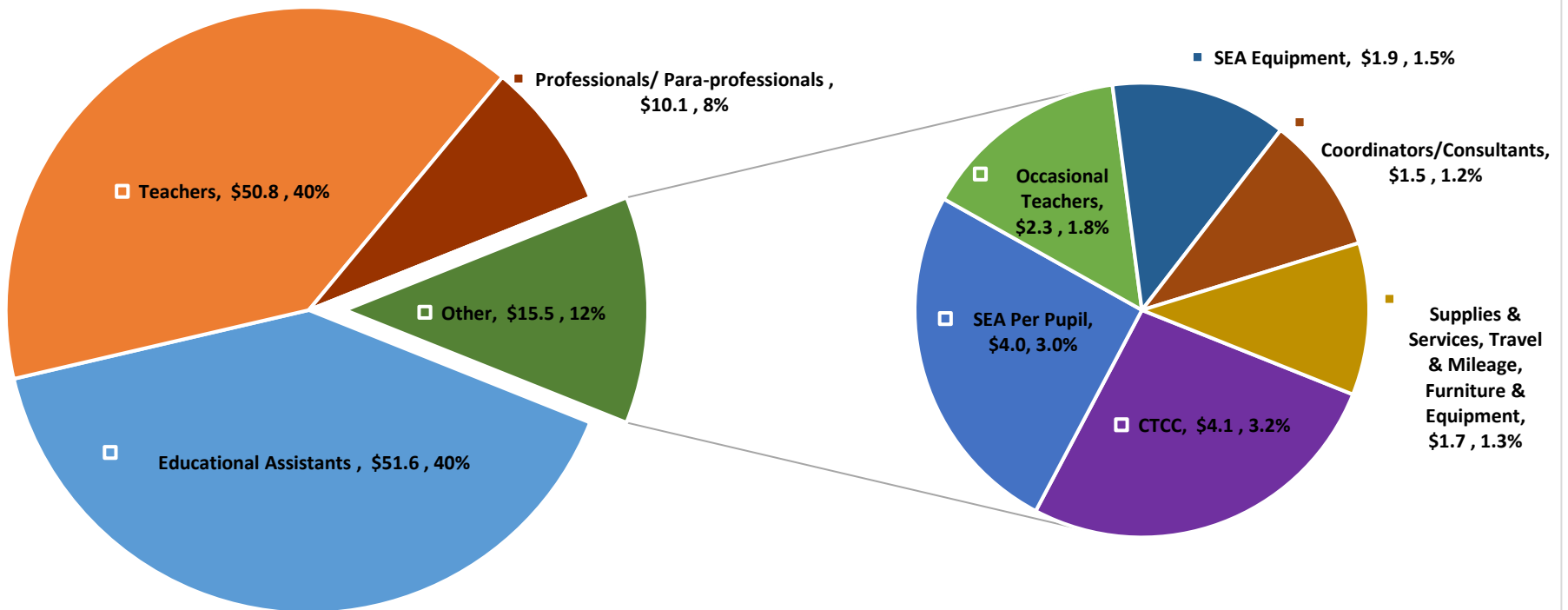
	2018-2019 Approved Budget	2019-2020 Preliminary Budget	Increase/ (Decrease)
<b>Enrolment</b>	<b>77,368</b>	<b>77,911</b>	<b>543</b>
<b>Revenues</b>			
Special Education Per Pupil Amount (SEPPA)	59,134,943	61,367,727	2,232,784
Special Equipment Amount (SEA) - Per Pupil	2,803,060	3,937,212	1,134,152
Special Equipment Amount (SEA) - Claims Based	1,310,375	1,683,175	372,800
Differentiated Special Education Needs Amount (DSENA)	42,028,210	42,166,887	138,677
Special Incidence Portion (SIP)	1,634,688	1,233,225	(401,463)
Behavioural Expertise Amount (BEA) / ABA Training	633,180	862,199	229,019
Other Enveloped Grants	1,255,855	132,902	(1,122,953)
Care, Treatment, Custody & Correctional (CTCC) Amount	4,186,530	4,120,999	(65,531)
Allocation for Pupils in Self-Contained Classrooms	6,818,932	5,758,658	(1,060,274)
Allocation for Maternity Leave & Sick Leave	195,989	94,006	(101,983)
Benefits Trust Funding	2,235,637	1,801,623	(434,014)
Local Priorities Funding	4,756,493	-	(4,756,493)
Attrition Funding (Preliminary Estimate)	-	655,532	655,532
<b>Total Revenues</b>	<b>126,993,892</b>	<b>123,814,145</b>	<b>(3,179,747)</b>
<b>Expenses</b>			
Permanent Teacher Compensation	52,385,299	50,817,069	(1,568,230)
Occasional Teacher Compensation	2,142,181	2,131,123	(11,058)
Educational Assistants Compensation	50,848,819	51,366,933	518,114
Co-ordinators/Consultants Compensation	1,720,979	1,515,673	(205,306)
Professional/Para-Professional Compensation	10,246,667	9,451,465	(795,202)
School Operations - Technical & Specialized	368,975	-	(368,975)
Behavioural Expertise Amount (BEA) / ABA Training	633,180	862,199	229,019
Other Enveloped Grants	1,255,855	132,902	(1,122,953)
Care, Treatment, Custody & Correctional Expense	4,204,316	4,138,426	(65,890)
Department Operating Expenses	3,697,220	3,652,455	(44,765)
Special Education Equipment (SEA) - Per Pupil	2,803,060	3,937,212	1,134,152
<b>Total Expenses</b>	<b>130,306,551</b>	<b>128,005,457</b>	<b>(2,301,094)</b>
<b>Preliminary Projected Surplus (Deficit)</b>	<b>(3,312,659)</b>	<b>(4,191,312)</b>	<b>(878,653)</b>
Mental Health	(44,000)	(44,000)	-
<b>Projected Surplus (Deficit)</b>	<b>(3,356,659)</b>	<b>(4,235,312)</b>	<b>(878,653)</b>



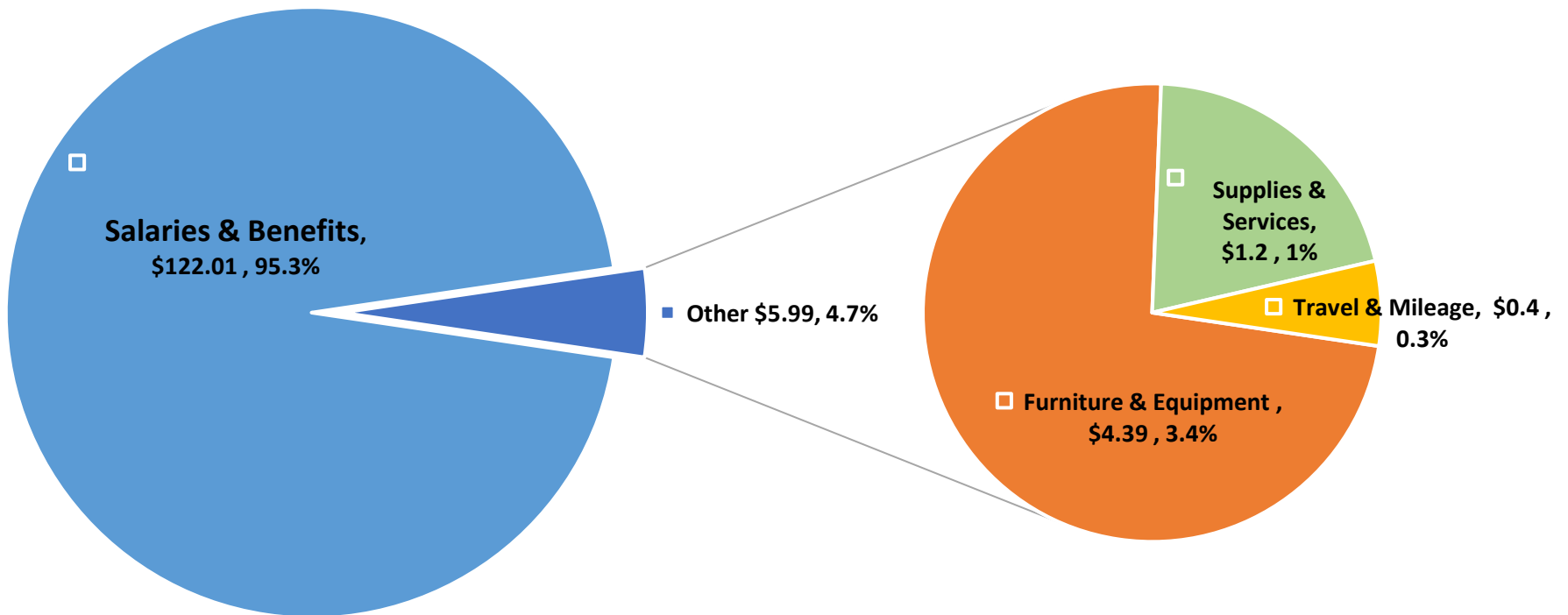
# Special Education Revenues 2019-2020 Preliminary Budget (in Millions)



# **Special Education Expenses 2019-2020 Preliminary Budget (in Millions)**



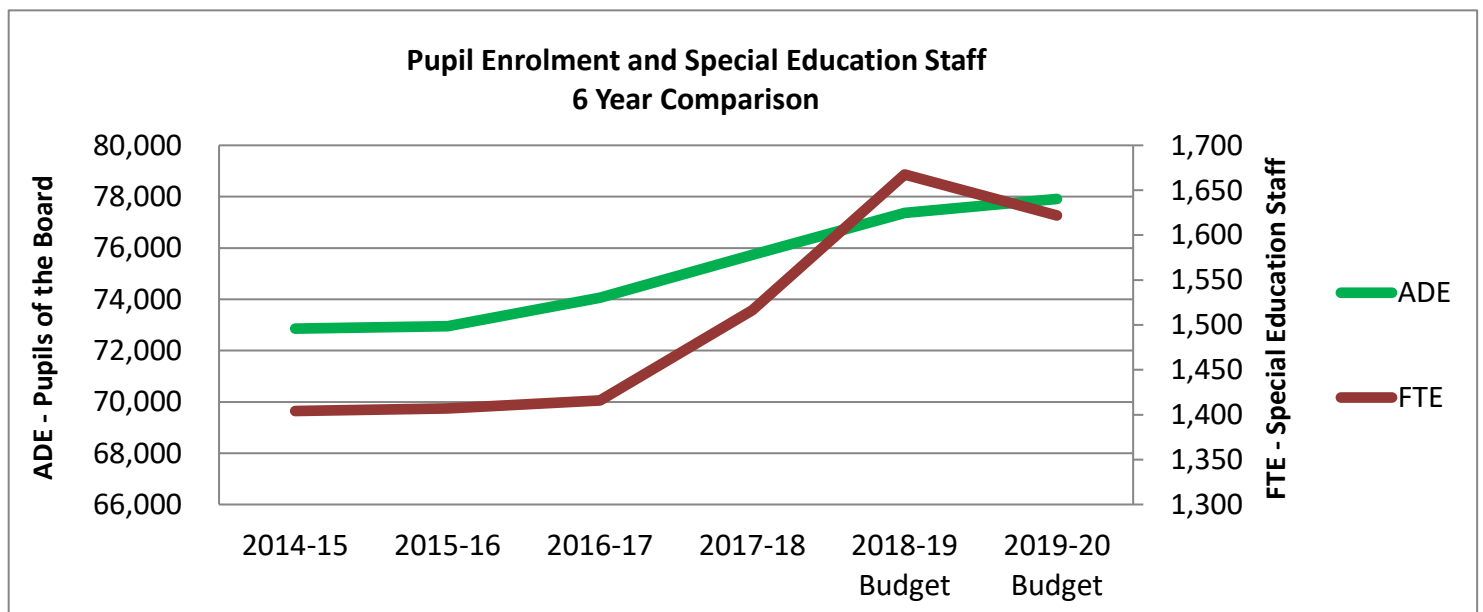
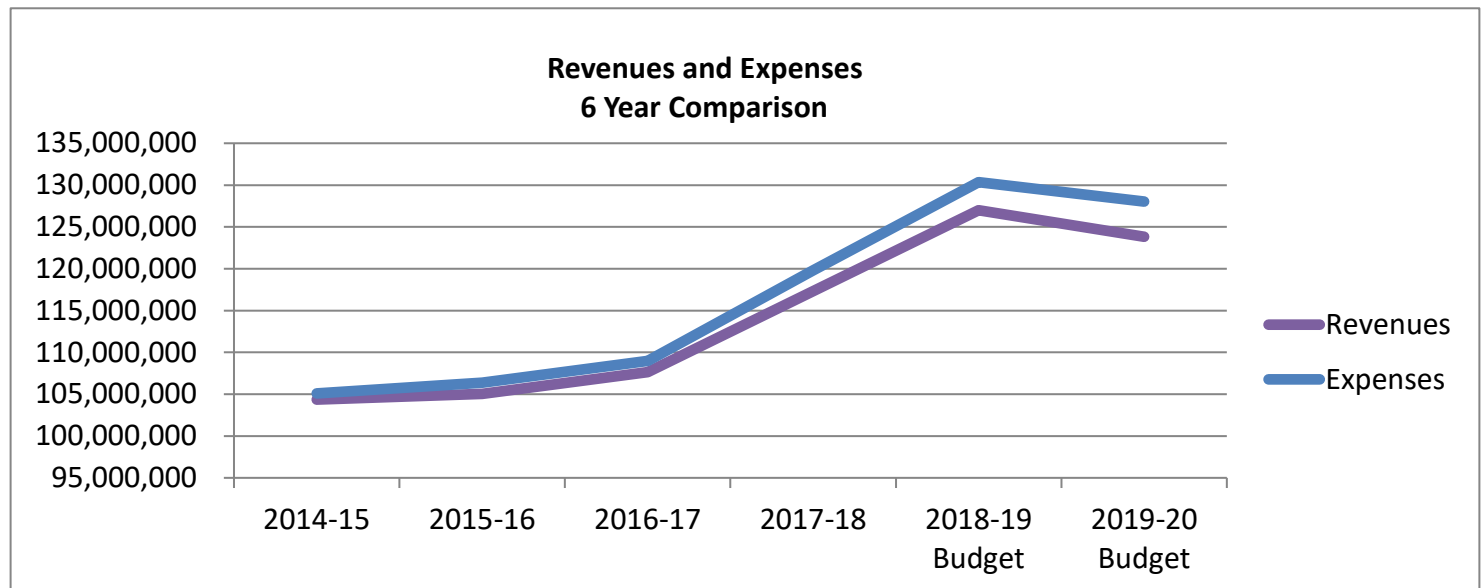
**Special Education Expense Summary  
2019-2020 Preliminary Budget  
(in Millions)**



## Special Education 2019-2020 Preliminary Budget

	ADE	Change from Prior Year	FTE	Change from Prior Year	Revenues	Expenses	Surplus/ (Deficit)
2014-15	72,856	6.9%	1,404	3.3%	104,357,811	105,095,081	(737,270)
2015-16	72,954	0.1%	1,407	0.2%	105,055,409	106,366,218	(1,310,809)
2016-17	74,055	1.5%	1,416	0.6%	107,623,905	108,970,027	(1,346,122)
2017-18	75,731	2.3%	1,516	7.1%	117,335,256	119,798,786	(2,463,530)
2018-19 Budget	77,368	2.2%	1,668	10.0%	126,993,892	130,350,551	(3,356,659)
2019-20 Budget	77,911	0.7%	1,622	-2.7%	123,814,145	128,049,457	(4,235,312)

Includes all Special Education Staff  
except for CTCC



## Special Education Permanent Staffing Allocation

Special Education Staff	2018-19	2019-20		
		Elementary	Secondary	Total
TEACHING STAFF				
Learning Support Teachers	270.55	201.00	55.35	256.35
Teachers for self-contained classes				
Developmental Education Classes	122.00	46.00	76.00	122.00
Gifted Self-Contained Classes (Elem.) / Lines (Sec.)	8.70	4.00	4.70	8.70
ASD Self-Contained Classes (Elem.) / Resource Withdrawal (Sec.)	12.00	6.00	6.00	12.00
Deaf & Hard of Hearing Self-Contained (Elem.) / Resource Withdrawal (Sec.)	3.00	2.00	1.00	3.00
Transition Classes (Elem.) / Resource Withdrawal (Sec.)	10.00	5.00	5.00	10.00
Accelerate Self-Contained Classes (Elem.-Junior)	4.00	4.00	-	4.00
Accelerate Self-Contained Class (Elem.-Primary)	1.20	-	-	-
Total Number of Self-Contained Classroom Teachers	160.90	67.00	92.70	159.70
Self-Contained Classes (Prep.)	42.06	13.02	29.04	42.06
Total Self- Contained Classes Staffing (Classroom Teachers / Prep)	202.96	80.02	121.74	201.76
Other special education teachers				
Itinerant Teachers (Gifted – 5.20, Hearing – 7.00, Vision – 11.60)	21.40	23.80	-	23.80
Secondary Gifted TOSA	1.00	-	-	-
Mental Health & Behaviour TOSA	6.00	-	-	-
Autism Spectrum Disorder TOSA	5.00	-	-	-
Early Years – Special Education TOSA	6.00	-	-	-
Developmental Education TOSA	5.00	-	-	-
Learning Disability TOSA	5.00	-	-	-
General TOSA	-	12.00	3.00	15.00
SEA TOSA	-	7.00	-	7.00
Learning Coordinators	13.00	7.00	4.00	11.00
Learning Supervisors	2.00	2.00		
EDUCATIONAL ASSISTANTS				
Educational Assistants	970.65	735.15	222.00	957.15
• Special Incident Portion (SIP)	43.00	17.00	28.00	45.00
Total Educational Assistants	1,013.65	752.15	250.00	1,002.15
COMPUTER TECHNICIANS				
Technical Support Analysts (TSA)	5.50	5.50		
OTHER PROFESSIONAL RESOURCE STAFF				
Psychological Services	31.40	28.80		
Psychological Services Manager	1.00	-		
Speech-Language Services	44.20	35.00		
Audiologists	1.00	1.00		
Speech-Language & Audiological Services Manager	1.00	1.00		
Social Work / School Support Counselling	27.90	24.80		
Behaviour Analyst	4.00	5.00		
Special Equipment Allocation Project Coordinator	1.00	1.00		
Special Education Allocation Assistant	1.00	0.75		

**Special Education Advisory Committee**  
**Meeting Dates**  
**2019/2020**

Monday, September 9, 2019	6:30 p.m.	London Room
Tuesday, October 1, 2019	12:15 p.m.	London Room
Monday, November 11, 2019	6:30 p.m.	London Room
Tuesday, January 7, 2020	12:15 p.m.	London Room
Tuesday, February 4, 2020	12:15 p.m.	London Room
Monday, March 9, 2020	6:30 p.m.	London Room
Tuesday, March 31, 2020	12:15 p.m.	London Room
Tuesday, April 7, 2020	12:15 p.m.	London Room
Monday, May 11, 2020	6:30 p.m.	London Room
Monday, June 8, 2020	6:30 p.m.	London Room



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

*Office of the Chair of the Board*

April 23, 2019

Hon. Lisa M. Thompson  
Minister of Education  
22nd Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Hon. Lisa MacLeod  
Minister of Children, Community and Social Services  
6th Floor, Hepburn Block  
80 Grosvenor Street  
Toronto, ON M7A 1E9

Dear Ministers Thompson and MacLeod:

Further to my letter dated 8 March 2019, I am writing to you on behalf of the Ottawa-Carleton District School Board (OCDSB) to express our continuing concerns regarding future supports for students with Autism Spectrum Disorder (ASD).

On 22 March 2019, the Ministry of Children, Community and Social Services (MCCSS) announced several amendments to the proposed Ontario Autism Program, including commitments to hold broader consultations, to explore how best to provide additional supports to families based on the diagnosed needs of their child, to allow all children who currently have an OAP Behaviour Plan to continue their plan until its end date, and to allow families to renew the plan for 6 months after the plan ends. As much as we appreciate that these amendments allow for additional dialogue and additional planning and transition time for families and school districts, we remain concerned about the OCDSB's ability to provide meaningful education and adequate supports for students with ASD in our schools. This concern is rooted in part in the significant funding changes for the provision of autism services announced by the Minister of Education on 11 March 2019, in *Enhancing Education Support: A Plan for Students with Autism*.

Members of the OCDSB's Special Education Advisory Committee (SEAC) are concerned that the proposed funding is insufficient and will not allow school boards to adequately staff positions that support students with ASD, in particular, (i) professional support staff (i.e., Psychologists and Speech Language Pathologists), (ii) educational assistants, (iii) Applied Behavioural Analysis (ABA) coordinators, (iv) Registered Behavioural Technicians (RBTs), and (v) Board Certified Behaviour Analysts (BCBAs).

Our SEAC is also significantly concerned with the scope of professional learning and online training outlined in the Minister Thompson's announcement. SEAC members believe that additional ASD-specific training is required beyond the ASD Additional Qualifications Course to support the implementation and monitoring of the learning. The online training outlined in the Minister's announcement should be made available to all school board staff, including educational assistants, early childhood educators, teachers and school administrators.

OCDSB trustees and SEAC members support the position of the Ontario Public School Boards' Association (OPSBA) as expressed to you in its letter dated 26 February 2019. In addition, on 26 March 2019, the OCDSB approved a policy resolution for OPSBA that included recommendations for funding for staffing and funding to continue targeted autism programs. This resolution has been submitted to OPSBA for consideration at its Annual General Meeting in July 2019.

We are appreciative of the Ministers' commitment to continue consultation, as further dialogue is required among the provincial government, families, school boards, SEACs, OPSBA and service providers to find a solution that can meet the government's objectives while providing adequate care and support for students with ASD. Together, we all share the goal of ensuring that Ontario's publicly funded education system is sustainable and meets the needs of all students.

In my previous letter, I requested a meeting with Minister MacLeod at her earliest convenience, and I reiterate that request here. We feel strongly that an opportunity to discuss the planned changes to the Ontario Autism program and their impact on our students and our schools will be helpful to the Minister as she moves forward.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynn Scott". The signature is fluid and cursive, with the first name "Lynn" and last name "Scott" clearly distinguishable.

Lynn Scott  
Chair, Board of Trustees  
Ottawa-Carleton District School Board

c.c. All Trustees  
Special Education Advisory Committee  
Senior Staff  
Corporate Records





May 3, 2019

Dear SEAC Chair Colleagues,

I am writing on behalf of the Special-Education Advisory Committee (SEAC) of the Ottawa-Carleton District School Board (OCDSB) to express our support of the attached letter to the Ministers of Education and Children, Community and Social Services. The letter shares our concerns regarding the changes to the Ontario Autism Program.

We are troubled by the impact these changes will have on both families and students of the OCDSB and across the province. Special Education in Ontario is already underfunded, and changes such as these will only increase the burden placed on Ontario school boards. We are grateful for the opportunity for further consultation and the exploration of a shared solution, and suggest that other SEAC's offer their expertise and understanding to the continued dialogue.

We ask that you consider working with your Board of Trustees on a unified response and be an active participant and voice in the Ministries continued consultations. We hope this is the start of a collaborative effort to ensure that students with autism have the required resources to be successful in our classrooms.

Sincerely,

Rob Kirwan, Chair, Special Education Advisory Committee  
Ottawa-Carleton District School Board

cc: Chairs, District School Board Special Education Advisory Committees

Attachment: Letter from Chair Lynn Scott