

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, February 2, 2022

6:00 pm Teams Meeting

WCDSB Mission Statement

*As disciples of Christ,
we educate and nurture hope
in all learners
to realize their full potential
to transform God's world.*

CHAIR: Irene Holdbrook

MEMBERS

WCDSB Trustee – **Jeanne Gravelle**

WCDSB Trustee – **Tracey Weiler**

Waterloo Regional Down Syndrome Society – **Kim Murphy**

Waterloo Regional Police - **John Gilbert**

CNIB – **Irene Holdbrook, Chair**

Family and Children's Services of Waterloo Region – **Cindy Benedetti**

Waterloo Region Family Network – **Sue Simpson**

Members at Large – **Sarah Van Dyke**



**Waterloo Catholic
District School Board**
Quality, Inclusive, Faith Based Education

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Kitchener, ON, Canada N2H 3Z1
519-578-3660
info@wcdsb.ca



SEAC Committee Meeting Agenda

Date& Time:	February 2, 2022, at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	March 2, 2022
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke, Cindy Benedetti	
Administrative Officials: Gerald Foran, Erin Lemak	

1. Opening Prayer Welcome	E. Lemak
2. Approval of Agenda Motion by: Seconded:	
3. Declared Pecuniary Interest	
4. Approval of the January 5th Minutes Motion by: Seconded	
5. School System Operational Business 5.1. WCDSB model of SLP support 5.2. BIEPSA 5.3. Project Search	C. Cressman J. Ritsma G. Foran
6. Ministry Updates (10 min) 6.1. ACSLP letter to SEAC Chair-revisiting the request 6.2. WRDSB letter to Minister of Education 6.3. DSBM letter to Ministers of Health and Education	G. Foran
7. SEAC Committee Functions 7.1. PRO Grant discussion	All
8. Policy Advice to the Board	
9. Updates (20 minutes)	

9.1. Association Updates	
9.2. Trustee Updates	
10. Pending Items	
11. Adjournment Motion by: Seconded:	
12. Action Items Place Holder	



SEAC Committee Meeting Minutes

Date& Time:	January 5, 2022, at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	February 2, 2022
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke, Cindy Benedetti	
Administrative Officials: Gerald Foran, Erin Lemak	
Regrets: Karen Kovats, Sue Simpson, Sarah VanDyke, Irene Holdbrook	

1. Opening Prayer Welcome	G. Foran
2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Kim Murphy	
3. Declared Pecuniary Interest N/A	
4. Approval of the December 1st Minutes Motion by: Kim Murphy Seconded: Tracey Weiler	
5. School System Operational Business Special Olympics Presentation by Chris Mehak, Regional Manager, School & Youth Programs, Special Olympics Ontario <ul style="list-style-type: none">• Enriching opportunities for youth• Over 150 volunteer led communities• 18 sports• Provincial Games, School Championships, National Games, World Games• Two streams – athletes with intellectual disability only or integrated teams• Virtual School Competition: asynchronous challenges with one day meeting virtually to complete Q&A	C. Mehak
6. Ministry Updates (10 min) 6.1. Ministry has announced transition to remote learning except for students with significant needs that cannot participate in remotod learning. These students will be invited to learn in person.	G. Foran

6.2. ACSLP Letter to SEAC Chair

- Request for SEAC chair to send the letter to the Ministry to support a ACSLP position that a full range of high quality, evidence-based speech and language services for school-aged children should be delivered in schools by Speech-Language Pathologists (SLPs) under the direction of the District School Boards and the Ministry of Education.
- Review of PPM 81
- Defer the decision to this request until next meeting when the chair is present (add to next month agenda)

7. SEAC Committee Functions

7.1. Review of the Sections 17-20 of the [Special Education Plan](#)

All

<u>Section</u>	Section 17	Section 18	Section 19	Section 20
Reviewed By:	Gerald Foran, John, Tracey, Cindy	Bill and Erin	Kim & Gillian	Sue and Jeanne
Please highlight any information you feel is unclear or needs to be clarified in this section.	-SEAC members receive a copy of relevant sections of the Education Act and a copy of relevant Ministry Regulations -All meetings are held at board office – do we put in remote in extenuating circumstances -local media receives copies of agenda at the same time as SEAC members? – does it mean posted to website -posted to website as it is a public forum meeting -legal obligations? -leverage this section 17 for new members, use links, their role	Felt it was clear and straight forward	Update the year highlighted in red. “Parent(s) and members of the general public may access copies of parts or all of the Waterloo Catholic District School Board Special Education Plan, 2019”	The links for APO014, APO020 and APO026 are live links but do not appear to be at first glance. All others are in blue text while these three are still in black text.
Please highlight any information you feel has been left out or should be added in this section.	-geographic proximity of all municipalities in the region – electronic participation is not necessary – take out -all members have a contact information they agree to provide to one another??? Take out?	Link to PPM 149 For future: change in connections program – will need to change in future	NA	It might be helpful to include a brief overview/purpose about administrative policy memos under the section title as opposed starting with the list of memos.

	-SEAC members play an active role in Board committees dealing with Special Education issues (e.g., Learning Disability/Autism Spectrum....) – take out -Appendix 17.1 – 4 th bullet -handbook and resources should be updated to include recent and relevant documents (e.g., Growing Success, Learning for All....)				
Overall General Comments for this section.	Section is clear and straightforward – needs to be updated to reflect current meeting practices, resources and materials available to members	Good	Short and concise.	There is a lot of information included in this section. However, the detail is necessary. The purpose of each memo is clearly outlined at the beginning of each memo and is easy to understand.	
Does this section adequately address the section topic (Yes/No)	Yes	Yes	Yes	Yes	
7.2. PRO Grant (\$2,500) <ul style="list-style-type: none"> • Paul Davis – found out if available to present • Email the committee closer to the next meeting to bring in the ideas • Decision postponed until next meeting due to large number of members not being present 					
8. Policy Advice to the Board N/A					
9. Updates (20 minutes) 9.1. Association Updates: <ul style="list-style-type: none"> • WRFN: <ul style="list-style-type: none"> ➤ Virtual camp fairs partnered with KidsAbility ➤ Virtual Summer Camp Planning Workshops being offered by KidsAbility 					

<ul style="list-style-type: none"> • WWDSS: <ul style="list-style-type: none"> ➤ A list of virtual programming that is being offered to WWDSS members can be found here: https://www.wwdss.ca/events-calander/ <p>9.2. Trustee Updates</p> <p><u>WCDSB Board Meeting Bulletin — December, 2021</u></p>	
<p>10. Pending Items N/A</p>	
<p>11. Adjournment</p> <p>Motion by: Kim Murphy Seconded: Jeanne Gravelle</p>	
<p>12. Action Items Place Holder N/A</p>	



Date: February 2, 2022
To: SEAC
From: Director of Education; Superintendent of Learning: Special Education
Subject: WCDSB BIEPSA Update

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin:

Jennifer Ritsma, Superintendent of Learning

Multi-Year Strategic Plan:

Nurturing Our Catholic Community

Bear witness to our Faith through joyful discipleship and our relationships with and in Christ:

- Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, *Renewing the Promise*
- Promote stewardship of the earth and its resources
- Increase parent and community engagement in all our Catholic school faith-related activities

Promote a culture of belonging and respect, that supports success for all:

- Successful Implementation of WCDSB equity action plan to facilitate organizational change
- Equitable access to learning opportunities

Special Education Plan:

Section 13: Staff Development

Background/Comments:

1. The BIEPSA sets specific operational direction to ensure that key components are outlined in the WCDSB's Multi Year Strategic Plan.
2. The 2021-22 BIEPSA is enhanced and is renamed the Board Improvement & **Equity** Plan for School Achievement (BIEPSA). The formal move to BIEPSA is scheduled for May 2022. In response to this upcoming change WCDSB adopted the BIEPSA at this time and the work that has begun throughout the board has been added to both the BIEPSA and within the goal development and planning at the school levels through the SIEPSA (School Improvement & **Equity** Plan for School Achievement). This proactive and necessary step was taken as we work together to eliminate disparities and disproportionalities that impede achievement, well-being, and success for our students.
3. The BIEPSA aspiration is to increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies. Collaboration is a significant theme throughout the BIEPSA.

4. Resources used are:
 - Professional learning is a key component
 - Monitored through series of clarifying questions
 - Instructional core
 - Reflections on the next steps set the stage for the following year's BIEPSA
 - Monitoring is conducted by all stakeholders and is ongoing
 - Continuous assessment anchors this component
5. Student learning needs derived from 21st Century (or Global) competencies. Added character goals such as resiliency and perseverance which call for an instructional response from educators. With needs derived from various sources i.e. EQAO, CAT4, report cards, surveys, etc.
6. The WCDSB BIEPSA is a broad document that strives for overall increased student achievement and well-being in key areas (Catholic community, Equity, Culture and Caring; Numeracy; Literacy and Pathways to Success).

Recommendation:

Presented for your information.

Prepared/Reviewed By: Loretta Notten
Director of Education
Gerald Foran
Superintendent of Learning: Special Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees on a matter delegated by policy to the Board* – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Dear SEAC Chairs,

As many of you are aware, a review of PPM 81 has been announced by the Ministries of Health, Education, and Children, Community and Social Services.

I am reaching out to you today on behalf of the Association of Chief Speech Language Pathologists of Ontario School Boards (ACSLP). Our association supports the work of SLPs employed by school boards in delivering equitable, responsive, and comprehensive services to students.

We value partnerships with parents and community organizations in the services we provide. Please find attached both our position statement regarding PPM 81 and the unification of speech and language services for school age children. As well, attached is a template of a letter we ask your SEAC to consider sending in support of unifying services under the direction of school boards.

Please don't hesitate to reach out to us if you require further information.

Sincerely,
Maya Rattray
Acting President ACSLP



Association of Chief Speech-Language
Pathologists of Ontario District School Boards

Position Paper by the Association of Chief Speech-Language Pathologists of Ontario District School Boards (ACSLP) December 2021.

The Association of Chief Speech-Language Pathologists of Ontario District School Boards has been consistent in its position and advocacy efforts regarding [PPM81](#), the tri-ministerial policy which resulted in a fragmentation of speech and language services for school-age children in 1984. The ACSLP supports a tiered model of service delivery which includes the unification of speech and language services delivered by school board employed speech language pathologists working within the [Learning for All](#) (Ministry of Education, 2013) framework. Since the inception of PPM81, and in response to consumer dissatisfaction, provincial governments have commissioned reviews of speech and language service delivery ([Deloitte](#), 2010; [Malatest](#), 2012; [Integrated Rehabilitation](#), 2016). Each review resulted in recommendations for increased efficiencies aligned with ACSLP values and position regarding speech and language services for school-age children. Most recently, the Ministry of Education, Ministry of Children, Community and Social Services and Ministry of Health announced a review of PPM81 indicating "...the delineation between speech and language services as a service delivery challenge that is not aligned with best practice" (October 29, 2021). The ACSLP Position and rationale is provided as a response to the current government's review of PPM81.

ACSLP Position - A full range of high quality, evidence-based speech AND language services for school-aged children should be delivered in schools, by Speech-Language Pathologists (SLPs) under the direction of the District School Boards and the Ministry of Education.

School board SLPs offer services that are:

- **EQUITABLE and ACCESSIBLE** - All students attend school. Schools are accessible for families from diverse linguistic, cultural and socioeconomic backgrounds, including those who have been unable to access community services due to barriers such as eligibility requirements, geography, cultural/linguistic differences, physician referral or residency status.
- **CHILD and FAMILY-CENTRED** - Families yearn to be partners in their children's learning and development. School board SLPs work closely with families to learn about their children, set goals for school and community participation and promote well-being and achievement.
- **RESPONSIVE** - Evidence-informed instruction and intervention approaches are used in response to the strengths, needs and affinities of individual students, as well as the needs of the school community.
- **INTEGRATED** - Services within the authentic learning environment of the classroom address student specific goals in multiple developmental areas and are integrated with curricular objectives to promote inclusion and participation.
- **COLLABORATIVE** - Services are provided in partnership with teachers (classroom and special education), early childhood educators and other professionals (e.g., psychologists, ~~occupational therapists~~, board certified behaviour analysts, social workers, child and youth counsellors). They are

based on deep reciprocal, interprofessional relationships and common foundational understanding of the learner and the culture of schools.

- **COMPREHENSIVE** - School board SLPs support prevention, early identification and intervention through a wide range of tiered services, including classroom-embedded, whole-class “good for all” supports, individual and/or group interventions, and capacity building for families and staff.
- **SEAMLESS** – A seamless transition to school services at school entry minimizes the need for further transitions among service providers and facilitates supported transitions from grade to grade or school to school. An SLP record that is coherent with the IEP follows the student along the journey.
- **ACCOUNTABILITY and ALIGNMENT** - School board SLPs are accountable to their respective boards for the delivery of services and programs for students with speech, language and/or complex communication difficulties. Boards offer services that respond to the needs of their families and communities. Services are coherent with strategic priorities, improvement planning processes and effectiveness frameworks.

ACSLP recommends that funding and oversight for unified delivery of speech and language services be consolidated under the Ministry of Education and the District School Boards.

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

Dr. Catherine Zahn
Deputy Minister of Health
College Park 5th Flr, 777 Bay St,
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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 (SCHOOL BOARD) Special Education Advisory Committee were 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 (SCHOOL BOARD) 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.

(SCHOOL BOARD), like many Ontario District School Boards, has a long history of delivering speech-language pathology services to promote student well-being and achievement. Our (SCHOOL BOARD) speech-language pathologists work alongside parents and educators to support the development of communication skills for students with diverse needs. The work of the (SCHOOL BOARD) SLPs is responsive to the needs of school communities and aligned with system priorities. (SCHOOL BOARD) 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 (SCHOOL BOARD) are able to build relationships with school staff and families in a way that SLPs at external agencies do not.

(SCHOOL BOARD) 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, (CTC) and (SCHOOL BOARD). 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 (), 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.

December 3, 2020

Honourable Stephen Lecce
Minister of Education
315 Front Street West
Toronto, Ontario, M7A 0B8

Honourable Stephen Lecce,

RE: Support for Bill 172 An Act in Relation to Fetal Alcohol Spectrum Disorder

We, the Waterloo Region District School Board (WRDSB) Special Education Advisory Committee (SEAC), join the Trillium Lakelands District School Board (TLDSB) SEAC to share our support for Bill 172. Fetal Alcohol Spectrum Disorder (FASD) is prevalent in all communities and its impact on the individual's ability to attend and succeed in school is highly dependent on receiving specialized support and comprehensive educational strategies like those included in Bill 172.

It is essential that education staff including teachers, educational assistants, early childhood educators, and those involved directly with students are aware of FASD, able to recognize the early signs and symptoms, and trained to provide appropriate accommodations. Greater awareness and inclusion of FASD in each Board of Education's policies and guidelines is an important step in achieving equitable access to high quality education for all students.

The WRDSB SEAC asks that you acknowledge our support for Bill 172 and support and promote its important message to your respected colleagues.

Sincerely,




Sara Penny
Chair, Special Education Advisory Committee
Waterloo Region District School Board

cc. Chairs of all Ontario Special Education Advisory Committees



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 [INSTAGRAM.COM/WR_DSB](https://www.instagram.com/wr_dsb)

 [YOUTUBE.COM/WRDSBVIDEO](https://www.youtube.com/wrdsbvideo)



DISTRICT SCHOOL BOARD OF NIAGARA

191 CARLTON ST. ■ ST. CATHARINES, ON ■ L2R 7P4 ■ 905-641-1550 ■ DSBN.ORG

December 20, 2021

Via email: christine.elliott@pc.ola.org; minister.edu@ontario.ca; stephen.lecce@pc.ola.org;

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

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, Ontario, M7A 1L2

Honourable Christine Elliott and Honourable Stephen Lecce,

We are aware that the Province of Ontario is currently challenged by a shortage of nurses. Both the health and education sectors are experiencing the impact of these shortages. Currently, there are hundreds of students across the province awaiting nursing care that is required for them to safely and meaningfully attend school. We acknowledge that 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, in the DSBN, like many other school districts, we are committed to being part of a temporary solution for students and families affected. One way we have supported students requiring health care services in our schools has been to allow 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 are creatively engaging with and providing academic support to students who are at home awaiting nursing care. We are aware that the Ministry of Health **'Family-managed home care/Self-directed care'** program eligibility requirements have been updated to include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses through HCCSS. The funding for this program is very difficult to access and currently, there are no families receiving this support in our region, which is 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 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 the majority of the burden in managing the care of students who do not have at-school nursing support secured at this time.

While we acknowledge that there are ongoing Provincial level discussions occurring across various Ministries, in regard to the nursing shortage, we request that this issue be the top priority for this government and that an immediate and accessible solution be developed to allow all children access to the learning they require and deserve.

Sincerely,

Linda Morrice, Chair
Special Education Advisory Committee, District School Board of Niagara

cc: Chairs of all Ontario Special Education Advisory Committees