

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, January 10, 2023, at 6:00pm

Hybrid Meeting:

In-Person: St. Francis Room (2nd Floor) Catholic Education Centre

Online: [Click here to join the 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.*

CO-CHAIRS: Cindy Benedetti and Laura Shoemaker

MEMBERS

WCDSB Trustee - **Bob Sikora**

WCDSB Trustee – **Conrad Stanley**

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

Waterloo Regional Police - **John Gilbert & Amanda Hennig**

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

Waterloo Region Family Network - **Erin Sutherland**

Centre for ADHD Awareness - **Daina Colbourne**

International Dyslexia Association Ontario - **Laura Shoemaker**

Autism Ontario - **Monica Wenzlaff**

Member at Large - **Jeanne Gravelle**



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

35 Weber St. W., Unit A
Kitchener, ON, Canada N2H 3Z1
519-578-3660
info@wcdsb.ca



SEAC Committee Meeting Agenda

Date& Time:	January 10, 2023, at 6:00 p.m.
Location (Hybrid):	In-Person: St. Francis Room (2 nd Floor), Catholic Education Centre Online: Via Teams Click here to join the meeting
Next Meeting:	February 7, 2024, at 6:00 p.m.
Committee Members: Kim Murphy, John Gilbert, Amanda Hennig, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley	
Administrative Officials: Gerald Foran, Erin Lemak	

1. Opening Prayer Welcome	Erin Lemak
2. Approval of Agenda Motion by: Seconded:	
3. Declared Pecuniary Interest N/A	
4. Approval of the November 1st minutes: Motion by: Seconded:	
5. School System Operational Business • 5.1. MLL & Spec Ed Protocol	Barb McCourt Student Achievement Consultant Multilingual Learners K-10 Laurie Smits Special Education Liaison
6. Ministry Updates (10 min)	
7. SEAC Committee Functions PAAC on SEAC (Presentations – Updates)	
8. Policy Advice to the Board	
9. Updates	
10. Pending Items	
11. Adjournment	



Motion by: Seconded:	
12. Action Items Place Holder	



SEAC Committee Meeting Minutes

Date& Time:	December 6, 2023, at 6:00 p.m.
Location (Hybrid):	In-Person: St. Francis Room (2 nd Floor), Catholic Education Centre Online: Via Teams Click here to join the meeting
Next Meeting:	January 10, 2024, at 6:00 p.m.
Committee Members: Kim Murphy, John Gilbert, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley	
Administrative Officials: Gerald Foran, Erin Lemak	

1. Opening Prayer Welcome	Erin Lemak
2. Approval of Agenda *Adjustment Required: Sally Fuentes to be changed to Conrad Stanley Motion by: Jeanne Gravelle Seconded: Laura Shoemaker	
3. Declared Pecuniary Interest N/A	
4. Approval of the November 1st minutes: Motion by: Conrad Stanley Seconded: Jeanne Gravelle	
5. School System Operational Business 5.1. Math Strategy Plan <ul style="list-style-type: none"> • The ‘big’ pieces <ul style="list-style-type: none"> ➤ Board Math Leads (across province) – their role ➤ Priority Schools – engage in 3 cycles of math coaching through the year, prioritized support in grades 3&6 ➤ Math Facilitators ➤ Taking action in Math Framework- Math Achievement Action Plan • Data analysis to determine what are the targeted areas of need. • Board Strategies, School Strategies and Classroom Strategies <ul style="list-style-type: none"> ➤ Ensuring the curriculum implementation ➤ Engaging in ongoing learning on math content knowledge for teaching ➤ Knowing math learning and ensuring math tasks, interventions and supports are relevant and responsive. • Board Website: Math WEBPAGE 	Petra LeDuc K-12 Math Co-Ordinator, Board Math Lead



<ul style="list-style-type: none"> Centre for Education in Mathematic and Computing courseware – University of Waterloo course: https://cemc.uwaterloo.ca/resources/courseware/courseware.html <p>Q&A</p>	
<p>6. Ministry Updates (10 min) N/A</p>	
<p>7. SEAC Committee Functions</p> <p>7.1. CIPC Funds \$2500 and received an additional \$1500.</p> <ul style="list-style-type: none"> Committee came up with the plan: <ul style="list-style-type: none"> ➤ Dr. Gilliam Parekh and Michael Jacques to present one evening at one of our secondary schools – preferably St. Mary’s – mid April. ➤ Books to be ordered to be shared with our parent community. ➤ Child Care to be provided (PSWs) ➤ Interpreters and sign language translator to be hired. <p>7.2. PAAC on SEAC</p> <ul style="list-style-type: none"> Module 2 (refresher) Empty seats on MACSE – chair of MACSE to be contacted and more information to be shared at the next meeting. 	<p>All</p>
<p>8. Policy Advice to the Board N/A</p>	
<p>9. Updates</p> <p>WRPS:</p> <ul style="list-style-type: none"> Replacement effective January - Amanda Hennig <p>WRFN:</p> <ul style="list-style-type: none"> Summer Camp Planning Steps Flyer Virtual Camp Fair Flyer <p>WWDSS:</p> <ul style="list-style-type: none"> Our Christmas Party is Sunday Dec 10 We continue to offer following programs in Dec & Jan: <ul style="list-style-type: none"> ➤ Speech & Music Social Groups for all ages. ➤ Skills for Independent Living for teens and young adults in partnership with KW Hab ➤ Teen Hangouts ➤ Mom's Night Out <p>Trustee Updates:</p> <ul style="list-style-type: none"> WCDSB Trustees November 	
<p>10. Pending Items N/A</p>	
<p>11. Adjournment Motion by: John Gilbert Seconded: Jeanne Gravelle</p>	
<p>12. Action Items Place Holder N/A</p>	



10. Pending Items N/A	
11. Adjournment Motion by: John Gilbert Seconded: Jeanne Gravelle	
12. Action Items Place Holder N/A	



Date: Wednesday, January 10, 2024
To: SEAC
From: Director of Education, Superintendent of Learning: Special Education
Subject: WCDSB Revised MLL Special Education Protocol

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: (cite Education Act and/or Board Policy or other legislation)

[ESL Ministry Policy](#)

2.3.3 School boards will develop a protocol for identifying English language learners who may also have special education needs

2.3.4 If information from the student’s home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team.

Policy Statement and/or Education Act/other Legislation citation:

Policy 1001 - Ends

Alignment to the MYSP:

Awaken to Belong

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

- Every student reaches their full potential.



- ☒ Staff see their impact on student achievement.
- ☒ Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

During the 2022-2023 school year, our CODE (Council of Ontario Directors of Education) project afforded us the opportunity to revise our WCDSB Multilingual Learners Special Education Protocol. Our newly revised protocol is a streamlined 2-page document that will help to minimize confusion that often arises at the complex intersection when Multilingual Learners (ML) may also have special education needs.

The WCDSB ML Protocol revision team included Superintendents Paul Mendonca and Gerald Foran, ML consultant and ML educators from elementary and secondary as well as Special Education stakeholders including the principal of Student Services, a Special Education Liaison, a Speech Language Pathologist and a Psychoeducational Consultant.

The multidisciplinary revision team met throughout the 2022-2023 school year to assess the feedback regarding our previous protocol. The feedback, shared by Special Education teachers and teachers of Multilingual Learners, stated that our previous protocol was cumbersome and lacked clarity about the roles, responsibilities, and timelines of investigating multilingual learners with possible special education needs. Additionally, our previous protocol was not aligned with WCDSB's Special Education Protocol which caused additional confusion. The revision team worked together to align the two protocols and provide clear guidance regarding roles, responsibilities, and timelines.

The protocol heavily emphasizes the importance of universal supports for multilingual learners including ensuring that appropriate accommodations and modifications are in place for students as per Growing Success. Educators are also called to ensure that they are planning with the students STEP in mind. Collaboration between classroom teachers and ML teachers is critical to ensure that multilingual learners have every opportunity to engage with grade level Ontario curriculum in a way that supports their language acquisition.

Tier 1 of the protocol focusses on the investigative work necessary to determine whether the needs of the learner are language acquisition related or if there are special educational needs that must be considered. Classroom teachers and ML teachers work together to examine information in the OSR, the initial assessment and to engage with the family (and an interpreter as required) to discuss factors that may impact student learning such as education, medical and developmental milestones history. At this point, further accommodations may be required. An A1 is created and educators must put any new accommodations into place for 6-8 weeks before any further steps are taken.



The revised protocol outlines a procedure If there is documentation (e.g., medical, psychological assessment, etc.) in the home language. School staff should arrange an interpreter to read and summarize the contents of the documentation and assign a school stakeholder (e.g., Special Education teacher/ ML teacher) to take typed notes during the conversation with the interpreter. These notes would be attached to the front of the documentation in the home language and placed in the OSR.

Tiers 2 & 3 align closely with the WCDSB protocol with the addition of a method of gathering additional assessment information using the KTEA assessment tool while honouring the students ML status. We have provided special education teachers a new educational assessment template to support their work. As with all assessments completed by special at teachers, the results are not predictive of future growth, but rather provide a snapshot of skills, always considering the current level of English proficiency. The educational assessment resource along with all necessary resources, are linked directly in the protocol. Another critical component of the revised protocol is the emphasis on the importance of including the ML teacher in each Tier of the protocol. This ensures that the student’s needs as an ML are considered throughout the process.

On September 8, 2023, ML and Special Education educators K-12 gathered to explore the Revised ML Special Education Protocol and engage in a presentation with Cristina Sánchez-López Developing Culturally, Linguistically Sustaining & Equitable Multi-Tiered Support for Multilingual Learners (MLs). In October 2023, the newly revised protocol was shared with all WCDSB administrators. Finally at our November staff meetings the protocol was shared with all staff at school based staff meetings.



Guest Speaker, Cristina Sánchez-López, with WCDSB ML & Special Education Educators K-12

Next Steps:

Special Education educators and Teachers of Multilingual Learners will continue to collaborate with classroom teachers to implement the protocol. Enhance collaborative relationships will help strengthen our support for multilingual students with possible special education needs. In the spring of 2024, the revision team will seek feedback from educators in order to make further enhancements to the protocol as needed to ensure the protocol helps us to identify and address the needs of students at the complex intersection of language acquisition and special education.

Recommendation:

Presented for your information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Gerald Foran
Superintendent of Learning: Special Education

Barb McCourt
Student Achievement Consultant Multilingual Learners K-10

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board 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 CEO, subject in all instances to what otherwise actually occurred.



December 6, 2023

Honourable Stephen Lecce,
Minister of Education
Ministry of Education
438 University Avenue, 15th Floor
Toronto ON M5G 2K8

Re: Special Incidence Portion (SIP) Claim Funding

Dear Minister Lecce,

Members of Hastings and Prince Edward District School Board's (HPEDSB) Special Education Advisory Committee (SEAC) would like to express a collective concern regarding funding of the Special Incidence Portion (SIP) to school boards in Ontario. While our district greatly appreciates the SIP funding that the Ministry provides, it has unfortunately not kept pace with the increase in student programming costs and the progressively increasing complexity of their needs. This results in school boards having inadequate resources to provide appropriate and timely supports to exceptional pupils.

The current SIP funding process (with automatic increases) will continue to be inadequate if appropriate board comparators are not considered and implemented. Districts that accessed high amounts of financial compensation early in the years of SIP funding continue to benefit from much higher rates of remuneration than other similar sized boards. In addition, to access SIP funding, boards are required to demonstrate the human resource support needed to support the individual students. This is an inequitable approach for boards who are experiencing a deficit in available human resources funding. When surveyed in 2022, a "lack of human resources" was the top concern expressed from individual schools and stakeholders within HPEDSB (e.g., educational assistants, behaviour specialists, and speech and language pathologists etc.). Enhanced funding for additional special education staffing supports is crucial for student success.

The true costs of supporting a student with a SIP claim are significantly higher than the current allocated amount. For example, the Ministry's SIP amount covers less than 25% of the true cost of an educational assistant salary/benefits costs, to support a student with significant learning needs. HPEDSB covers the remaining 75+% of the cost from other Special Education and operational grants. Some of the revenue that HPEDSB has used to fund this gap are the Transfer Payment Agreement (TPA) allotments, which are not guaranteed annual funding from the province. The budget disparity between Special Education revenues and expenditures at HPEDSB continues to present a major challenge for the senior administration team.

Furthermore, when you consider a reduction of the SIP funding increase in 2018, combined with the reallocation of the Special Education Per Pupil Amount, this resulted in a further increase in HPEDSB's Special Education deficit. In 2017, the Auditor General highlighted that the Ministry

of Education's "funding formula uses out-of-date benchmarks and is due for a comprehensive external review."

Our hope is that the Ministry will adopt a tiered system of funding dispersal that is equitable for all boards in the province. Districts should be allocated financial support according to actual funding requirements, utilizing a system which could be updated by completing a needs rubric. This rubric would be correlated to the average cost of supports required at each tier. The tiers of support could be established as follows:

- Tier 1 - supports would include students who require support at key points within their school day such as health monitoring (e.g., diabetic testing, administration of medication, seizure support), routine toileting, and sensory breaks.
- Tier 2 - supports would include students who require prime access to a high level of shared support throughout the school day within a regular classroom setting (e.g., students with autism, developmental disabilities, medical or health requirements, sensory needs, mobility, and toileting).
- Tier 3 - supports would include students who require 1:1 support within a partial integration environment, withdrawal support environment, or fully self-contained environment for medical, physical, cognitive, safety, and communication needs.
- Tier 4 - would be the highest level of support for students with the most complex needs. These students require 2:1 support as well as coordinated service support from system personnel and community agencies to access their education safely in a fully self-contained or alternative learning environment. These needs typically relate to significant safety concerns due to complex cognitive, communication, behaviour, mental health challenges, and physical requirements (toileting, transfers, accessing specialized equipment etc.).

Inadequate funding for Special Education programming puts our most vulnerable children at risk by limiting the services that they need to attend school and be successful. Our entire system is strained when we are required to take revenues from other areas to meet the statutory commitment to children accessing Special Education services.

We urge you, and the Ministry, to continue to re-evaluate the true costs associated with SIP claims and funding allocations to support students and increase funding accordingly. We further request, once again, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex requirements of students with special needs.

Sincerely,



Andrea Brennan, SEAC Chair
Hastings and Prince Edward District School Board

c.c. Chairs of Ontario Special Education Advisory Committees
Hon. Todd Smith, MPP
Hon. Ric Bresee, MPP
File