



SPECIAL EDUCATION ADVISORY COMMITTEE

AGENDA

March 9, 2017

6:00 p.m.

Grimsby Lincoln Room – Education Centre

STUDENT VOICE

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1. Quorum / Welcome / Introductions..... Linda Morrice
 2. Approval of the Agenda of March 9, 2017 Linda Morrice
 3. Approval of the Minutes of January 19, 2017 Linda Morrice
 4. Approval of the Minutes of February 9, 2017 Linda Morrice
 5. Business Arising from the Minutes January 19, 2017 Linda Morrice
 6. Business Arising from the Minutes February 9, 2017 Linda Morrice
 7. Including Students with Special Education Needs in French as a Second Language Programs Melanie Sendzik
 8. Special Education Update John Dickson
 9. Association and Board Information **(please bring written submission)**
 10. Correspondence
 11. Questions and Answers
 12. Adjournment

NEXT MEETING: April 13, 2017 – Grimsby Lincoln Room, 6:00 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Thursday, February 9, 2017

6:00 p.m.

Grimsby Lincoln Room – Education Centre

MINUTES

Committee Members Present:

Linda Morrice (Chair)
Lora Campbell
Samantha Sendzik
Amy Dunn
Brent Beaudoin

Pathstone Mental Health
Trustee, District School Board of Niagara
Learning Disabilities Association Niagara Region
Autism Ontario, Niagara Chapter
VOICE

Administration/Resource:

John Dickson
Catherine Matheson
Kelly Irvine-Minor
Paula MacKinnon
Nikki Train
Kristen Kosh

Superintendent of Special Education
OPC Representative: Secondary
Special Education Consultant
Superintendent of Secondary Schools
Student Achievement Leader: Special Education
OPC Representative: Elementary

Guests:

Rosemary Jellinck

Student Achievement Leader: IT For Learning

Regrets:

Jen Ajandi
Dale Robinson
Danielle Reynolds
Nick Smith
Shannon MacDonald (Vice-Chair)

Trustee, District School Board of Niagara
Trustee, District School Board of Niagara
Fetal Alcohol Spectrum Disorder - Ontario Network of Expertise
Niagara Support Services
CNIB

Recording Secretary:

Sue Sentence

QUORUM/CALL TO ORDER

Chair Linda Morrice declared that a quorum was not established, and therefore no decisions could be made regarding any discussions during the evening. The Special Education Advisory Committee (SEAC) meeting started at 6:05 p.m.

INTRODUCTIONS

Chair Morrice asked the committee to introduce themselves. Superintendent Dickson introduced Admin

Assistant Sue Sentance to the committee.

WELCOME – STUDENT VOICE

Superintendent John Dickson welcomed Colin Strickland, teacher of the Structured Strategies class at Westdale PS and his Grade 6 student who will be part of the IT for Learning Presentation. The class at Westdale has been heavily involved in coding this year and have participated in many different activities.

BUSINESS ARISING FROM THE MINUTES

The Minutes from January 19th, were not discussed as there was no quorum and will be discussed at the March meeting.

Chair Morrice introduced Rosemary Jellinck, DSBN Student Achievement Leader, IT for Learning.

IT FOR LEARNING

Rosemary Jellinck

The IT for Learning Team presented a PowerPoint, outlining the different ways that DSBN students are involved in coding. Coding is all about being creative and exploring possibilities. The process allows the students to share their thinking with their classmates, test their coding, understand what did or didn't work and why, and come up with a solution to fix it.

Stations were set up in the Atrium for committee members to experience using B-bots, Ozobots, and Green Screen technology.

Trustee Campbell inquired about funding available for these items. Costs for the tech devices vary significantly depending on the device, but schools can get started very affordably. The DSBN Media Centre has kits available for schools to borrow for their classroom. Teachers can take PD and earn devices, or have funds released to their school to purchase their choice of technology.

ASSOCIATION AND BOARD INFORMATION

Superintendent of Secondary Schools

Paula MacKinnon

Thorold Secondary School hosted the second annual semi-formal dance for SSTW program students. Over 200 students from across the board attended. This year's theme was Mardi Gras. The dance took place during 1st semester exam break and was a great way to bring the SSTW students together.

Trustee, District School Board of Niagara

Lora Campbell

The Winter Gala was held at the Hilton in Niagara Falls on Wednesday, February 8, 2017. It was a great success and very enjoyable.

VOICE for Hearing Impaired Children

Brent Beaudoin

No report

Learning Disabilities Association of Niagara

Samantha Sendzik

Niagara region's winter programs started this week. A new Math Program is running this spring and again in the fall. LDANR will be hiring a program coordinator to begin March 1st. The LDAO is launching a new service titled LD@home – a resource for parents of children with learning disabilities/ADHD.

Autism Ontario, Niagara Chapter**Amy Dunn**

March 4th is the 3rd annual trivia night. This year's theme is music trivia. Event is being held at the Armenian Centre in St. Catharines and tickets are \$20 each or table of 8 for \$140.00. The Parent and Tot program is being offered as a "drop-in" style this time for parents with children from ages 0-5 and provides social interaction and play based learning Mondays 9:30am-12:30pm and Saturdays, 10:30am-12:30pm. The Annual Raise the Flag event is taking place on Monday April 3rd. They are hoping to have more schools involved this year. There is no longer a mandatory fundraising component to the event. Schools can sign up at www.raisetheflagforautism.com. The website also has age appropriate classroom toolkits that schools can use to help educate their students about Autism and how it might be affecting their classmates and peers.

Special Education Consultant**Kelly Irvine-Minor**

There are great learning/pd opportunities available for teachers of special education. Secondary Educator groups had collaborative learning opportunities over the exam break. It is encouraging to see that schools are asking for more PD. Our focus has been on providing PD for our secondary administrators for students with Learning Disabilities, specifically in the area of mathematics.

Student Achievement Leader: Special Education**Nikki Train**

The DSBN's after school program for students with autism is being organized. 8 school sites have been identified across the board for students ages 5 to 9. Staffing is being set up to include DSBN and Bethesda staff – EA's, ECE's and Behavioural Therapist's will all contribute to the program. A flyer is being prepared to send home with families. The DSBN is one of only 3 school boards in the London Region to apply for funding to run this program.

OPC Representative: Secondary**Catherine Matheson**

Second semester has just started for DSBN Secondary Schools. It is a busy turnaround time for secondary schools with Intention sheets being completed for next year, students starting new classes for second semester, and 1st semester report cards are going home next week. The IT for Learning Team will be heading to Sir Winston Churchill next week to support their technology PD session.

OPC Representative: Elementary**Kristen Kosh**

Elementary School Term 1 report cards will be sent home tomorrow. Staff are reviewing IEPs for Term 2. Elementary students are in the process of completing mid-year EQAO evaluations. Topics for PD sessions on February 17th will focus on Math and Health & Safety.

Superintendent of Special Education**John Dickson**

No report

Pathstone Mental Health**Linda Morrice**

Dr. David Suzuki will be the guest speaker at our 2017 Hope Award, taking place on Friday, May 12, in the Fallsview Casino Grand Ballroom. Children's Mental Health Week runs from May 8 to 12, 2017. Their new mental health treatment facility will open April 21st, and will be located at the corner of Fourth Avenue and Third Street in St. Catharines.

CORRESPONDENCE

Superintendent Dickson shared copies of letters received from the Nipissing-Parry Sound Catholic District School Board and Bluewater District School Board regarding the new Ministry of Education Special Education Funding Formula. These boards are seeking our support in asking the government to rethink the new Special Education Funding Formula. However, the new funding model is of greater benefit to the DSBN and therefore we do not support their request.

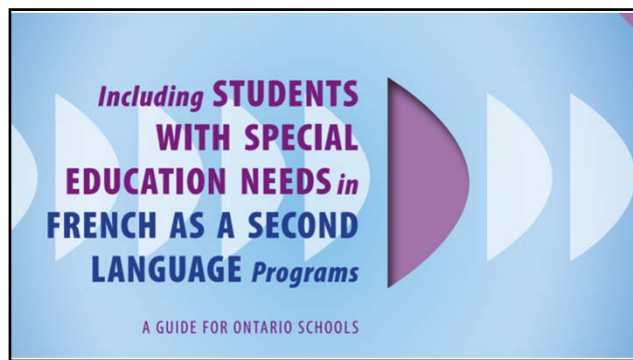
QUESTIONS AND ANSWERS

There were no questions.

ADJOURNMENT

The meeting ended at 7:10pm

NEXT MEETING: Thursday, March 9, 2017 at 6:00 p.m. – Grimsby Lincoln Room



Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 12	
Vision	Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.
Goals	In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:
	<ul style="list-style-type: none"> • use French to communicate and interact effectively in a variety of social settings; • learn about Canada, its two official languages, and other cultures; • appreciate and acknowledge the interconnectedness and interdependence of the global community; • be responsible for their own learning, as they work independently and in groups; • use effective language learning strategies; • become lifelong language learners for personal growth and for active participation as world citizens.

The foundational belief that all students can learn applies to students across all subject and program areas. Throughout this document, it is emphasized that *decisions about program participation, including participation in FSL programs, should be made on a case-by-case basis, taking into account the strengths, needs, and interests of the individual student.*

–Including students with special education needs in FSL Programs, p.1 2015

Students with special education needs are included in all 3 FSL programs in DSBN:

Core

Extended

Immersion

Academic benefits of learning a second language include:

Enhanced **phonological** (words are made up of sound units),
morphological (that 'word parts' carry significance) and
metalinguistic (ability to compare languages to understand
 1 or the other better) awareness

More effective use of language-learning strategies

Increased flexibility in the use of reading strategies

Social benefits of learning French as a Second Language

Equal 'playing field' (all students learning something new for
 the first time)

Focus on listening and speaking encourages frequent
 interaction with peers

Revised curriculum includes many expectations on
 'intercultural understanding' which supports equity and
 inclusive education

Types of accommodations:

- Visual cueing
- Pace of speaking/listening
- Repetition
- PALS (peer-assisted learning strategies)
- Teacher modelling
- Wait time
- Use of technology
- Multi-sensory instruction
- Memory aids

How are we using this document?

- Moved towards a more inclusive model in
 French Immersion
- PD to support Core and Immersion Teachers
- Working with FSL consultant to align practices
- Human Resources - Bilingual LRTs and EA

Special Education Funding



March 2016

Special Education Funding

The special education grant provides additional funding for students who need special education programs, services and/or equipment. The Special Education Grant may only be used for special education.

The Special Education Grant is made of six allocations:

- Special Education Per Pupil Amount (SEPPA) Allocation
- Differentiated Special Education Needs Amount (DESNA) formerly the High Needs Amount
- Special Equipment Amount (SEA) Allocation
- Special Incidence Portion (SIP) Allocation
- Facilities Amount (FA) Allocation
- Behaviour Expertise Amount (BEA) Allocation

Special Education Per Pupil (SEPPA) Amounts

JK to Grade 3 - \$ 949.87
Grade 4 to 8 - \$ 729.62
Grade 9 to 12 - \$ 481.87

The amount each school board receives is based on their ADE - or average daily enrolment.

HNA – High Needs Amount

- This amount historically was provided to boards as a per pupil amount, and has been replaced with transitional HNA stabilization support to provide greater fairness and equity among boards and within the province.
- There is a four year provincial plan in place to phase out the historical model and redistribute funding with 2017-2018 being the last year. The historical HNA Per Pupil Amount will be reduced by 25% per year over four years.

The Differentiated Special Education Needs Amount will replace the HNA and will address the variation among board with respect to students with special education needs and boards ability to respond to those needs.

Differentiated Special Education Needs Amount

- **The Historical Enrolment Based HNA – Per Pupil Amount**
 - This is the last year for this item to be phased out. Boards will receive 25% of the historical HNA amount, with funding shifting to greater allocations of MOV and SESPM.
- **Measures of Variability Amount (MOV)**
 - The provincial MOV amount is a small portion of the DESNA and is distributed to school boards based on five categories of data as outlined by the Ministry of Education. As the HNA is decreased the percentage of funding based on this will increase.
- **The Special Education Statistical Predication Model (SESPM)**
 - This is a board specific mathematical prediction model and reflects the relationship between the actual percentage of students reported to be receiving special education programs and/or services in the school board and the average level of socioeconomic status of all students enrolled in the school board. This amount will continue to increase as the HNA is decreased.
- **The Base Amount for Collaboration and Integration**
 - This provides each board with a base amount of funding to establish and or access high needs services, while also exploring collaborative and integrated approaches.

SEA – Special Equipment Amount Allocation

- The allocation is made up of two different components:
 - The SEA Per-Pupil Amount, including a \$10,000 base amount for each board as well, an amount based on the ADE for the school board.
 - The SEA Claims-Based Amount, for the purchase of non-computer based equipment, such as sensory equipment and hearing and vision equipment etc. It is based on a reimbursement model.

SIP – Special Incidence Portion Allocation

- The special incidence portion allocation supports students who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and or exceptionalities and of others at their school.
- This funding is based on a reimbursement model – support first, reimbursement when the applications are accepted.
- Maximum of \$27,000 per student.

Facilities Amount Allocation

- The Ministry provides funding to school boards to help offset the accommodation and transportation costs of the students in Section 23 Programs: care, custody and treatment that operate in a school board space.
- For example – the teachers, support staff and classroom supplies for a Section Program are funded by the Ministry – as these classrooms accommodate both boards and not just the DSBN.

Behaviour Expertise Amount Allocation

The Behaviour Expertise Amount (BEA) Allocation provides funding for school boards to hire additional board-level Applied Behaviour Analysis (ABA) expertise to support students, as well as staff.

Approximately 80% of the Special Education Grant is used to provide staffing support at the school level.

The remainder supports ABA Facilitator, Consultants/Central EA Teams, Administrator, Psychology Staff, Speech Language, Social Workers/YC, OT, Resource Teachers, Computer Technicians and Secretarial Staff. As well, assessment, professional learning, student equipment and other day to day expenses.

Special Education Teachers

The role of the Special Education Teacher is to support students in achieving success by providing assistance to exceptional and non-exceptional students with special education needs. Special Education teachers must have additional qualifications to teach in the area of special education.

Elementary

-80 Elementary Schools
-Approx. 139 Special Education Teachers – Learning Resource Teachers and Special Education Program Teachers

Secondary

-19 Secondary Schools
-73.5 Special Education Teachers – Special Education Resource Teachers and Special Education Program Teachers

Educational Assistants

Educational Assistants are assigned to schools to support students with special education needs in accessing educational programming.

The role of the Educational Assistant is to ensure that all students have access to the Ontario Curriculum and/or Alternative programming deemed necessary to ensure students have the opportunity to reach their full educational potential.

They assist in ensuring students with Physical, Medical, Self-Regulation, and communication needs are able to attend school safely with success.

Example of Supports that Educational Assistants may provide:

Individualized supports to access the curriculum
Assistance with activities of daily living
Assistance with Occupational and Physical Therapy Programs
Supports in the areas of self-regulation and social skills

Our Educational Assistant Allocation was increased last year to 425 from 410.

Elementary

There are approximately 325 Full-Time educational assistants working in elementary schools

Secondary

There are approximately 100 EA's working in our secondary schools

October OnSIS Report

(Ontario Student Information System)

There are approximately 36,000 student in the DSBN.

Approximately 7300 are receiving special education supports.

Over 98% of students receive their full education in a regular class placement.

Our highest identifications include Autism and Learning Disabilities.

Over 60% of the students that are receiving special education supports are non-identified.