

Limestone District School Board
Special Education Advisory Committee
SEAC Meeting

Wednesday, March 27, 2019

**Limestone District School Board Education Centre
220 Portsmouth Avenue, Kingston**

6:00 pm

AGENDA

- 1. Welcome**
- 2. Approval of Agenda**
- 3. Declaration of Conflict of Interest**
- 4. Business Arising From the Minutes**
- 5. Presentation-SEAC Handbook-Chair Karen McGregor**
- 6. Educational Services Update-Reporting Progress: Building Our Vision for the Future, Special Education Services in our District-Principal Darlene Scarlett, Educational Services and Safe Schools Liaison Coordinator-Lynne Rousseau**
- 7. Correspondence (attached)**
 - Durham Catholic District School Board-Ontario Autism Program**
- 8. Association Updates (Attached)**
- 9. Other Business**
 - i) Ministry Updates –Associate Superintendent Alison McDonnell
 - Supporting Students with Autism Disorder 2018-2019/2019-2020**
 - Updated 2018-19 Special Education Funding Memorandum**
 - ii) World Autism Awareness Day-April 2, 2019-Special Education Program Coordinator Hugh Box

10. Next Meeting Date

April 17, 2019

11. Adjournment

Reallocation of Resources	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
<p>Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.</p>	<ul style="list-style-type: none"> • Students who have developmental disabilities access both the provincial curriculum and alternative programming as appropriate • Use of provincial report card for all elementary students who are accessing modified curriculum who have a developmental disability when appropriate • Use of a new alternative report card format for elementary students when appropriate • Review of the current service delivery model for secondary school to community services 	<p>Professional learning sessions held in September for school teams, focusing on the implementation of the Provincial Report Card for all students.</p> <p>Provincial and Alternative Progress Reports developed as appropriate for all students during the Progress reporting period in November.</p> <p>New Alternative Report Card format used successfully for Progress Reports as appropriate.</p> <p>To begin in Semester 2.</p>	<p>Release time provided to schools for teacher collaboration in the development of Provincial report cards for those students accessing the provincial curriculum.</p> <p>Provincial and Alternative term 1 report cards developed as appropriate for all students during the reporting period Sept-Jan.</p> <p>New Alternative Report Card format used successfully for Term 1 reports as appropriate.</p> <p>Initial meetings for review of secondary school to community services took place on February 14 and 19.</p>	

Reallocation of Resources	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
<p>Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.</p>	<ul style="list-style-type: none"> Review programming in District Learning Centres (Behaviour) 	<p>District Learning Centre (Behaviour) staff are focussed upon increasing skills in the area of supporting student self-regulation.</p>	<p>District Learning Centre (Behaviour) staff participated in half day Math PD session.</p>	
<p>Restructuring some Educational Services teams/groups to increase consistency of In-school supports, build school capacity to meet needs of students and effectively allocate resources.</p>	<ul style="list-style-type: none"> Human Resources will review the Educational Assistant (EA) Job Selection Process Implement the role of Communicative Disorder Assistant (CDA) to support delivery of speech language services Implement the new Speech and language service delivery model 	<p>HR Manager, Sue McWilliams is leading ongoing discussion of the EA allocation process.</p> <p>Two additional CDA positions were added for September 2018 to support speech and language service delivery. Current compliment is 4.0 FTE.</p> <p>Oral Language Enrichment Groups are being implemented collaboratively by CDAs and Speech Language Pathologists in Kindergarten classrooms at several sites.</p>	<p>Ongoing consultation with HR, CUPE and administration regarding the EA allocation process.</p> <p>Ongoing.</p>	

	<ul style="list-style-type: none"> ● Implement the roles of Autism Intervention Assistants and Behaviour Intervention Assistants on the Autism and Behaviour Action Team ● Implement the role of Social Worker in secondary schools and north end elementary schools 	<p>Two Autism Intervention Assistants and two Behaviour Intervention Assistants have completed multiple placements supporting staff with the implementation of Student Safety Plans with the direction of members of the District Autism and Behaviour Teams.</p> <p>Four Social Workers have been assigned to the secondary schools, Kingston Learning Centre and the three north end elementary schools (Rideau Heights, JG Simcoe and Molly Brant) to provide clinical mental health assessments and mental health supports to students.</p>	<p>Ongoing.</p> <p>Survey data collected from school teams on implementation.</p> <p>Social workers provide direct service to students at tier 2 and tier 3 as appropriate. At the secondary level there were 84 referrals made during this period; at the elementary level there were 6 referrals made during this period.</p>	
<p>Differentiating supports equitably based upon demographic and socio-economic needs.</p>	<ul style="list-style-type: none"> ● Review the Student Support Counsellor, Student Attendance Counsellor, Clinical and Speech Language staffing allocation model to optimize in-school supports 	<p>Allocations re-evaluated to optimize in-school support, the needs of each school and equity of opportunity for students. Redevelopment of the Attendance Counsellor role for September 2018 to focus on Tier 3 intervention.</p>	<p>Ongoing monitoring of allocation model to optimize in school supports.</p>	

Professional Learning	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Learning For All	<p>Build capacity with all school staff to:</p> <ul style="list-style-type: none"> support the needs of all students within an inclusive environment support the development and implementation of exemplary Individualized Education Plans (IEPs) <p>Implement Applied Behavioural Analysis (ABA)</p>	<p>Universal Design for Learning is a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>A committee is being established that will focus on building capacity in the area of IEP development.</p> <p>Student Focused ABA sessions offered as full day of training (Oct 18 for 35 EAs).</p>	<p>Universal Design for Learning continues to be a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>The committee has developed a feedback form to be distributed to admin/SSTs to guide in school teams with the development and implementation of precise and personalized IEPs that close gaps for students.</p> <p>Coaching of school staff in use of ABA and self-regulation</p>	

	<p>Implement Behaviour Management Systems (BMS)</p> <p>Support the development of social and emotional learning and self-regulation</p> <p>Support student mental health and wellness (Tier 1, 2, 3 supports)</p>	<p>Teachers & EAs coached in use of ABA and self-regulation strategies as part of Autism Referral process.</p> <p>Five full BMS and six BMS re-certification trainings have been completed with 284 staff.</p> <p>Zones of Regulation workshops offered at requested school sites. Zones of Regulation Learning Series to commence on Nov 21.</p> <p>Leading Mentally Healthy Schools and student and staff wellbeing is a focus at monthly administrator</p>	<p>strategies as part of Autism Referral process.</p> <p>Release time provided for teachers to attend transition meetings for students with ASD.</p> <p>Learning Series on Video Modeling and Social Narratives.</p> <p>Ongoing consultations with school staff as needed.</p> <p>Development of a BMS non-physical intervention program.</p> <p>Ongoing supports to schools for in-service related to Zones of Regulation as requested.</p> <p>Monthly professional development for administrators in the area of Leading Mentally Healthy Schools.</p>	
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	<p>Support the continued training and effective use of assistive technology for both staff and students</p> <p>Support math programming and assessment for all students</p> <p>Support students with trauma and attachment through a whole school approach (i.e., PACE model)</p>	<p>meetings. One SafeTALK and one ASIST training completed.</p> <p>Google Read & Write training opportunities made available for staff and students.</p> <p>Previous work in this area was funded through the Eastern Ontario Staff Development Network (EOSDN). Funding is currently on hold.</p> <p>The Prince Charles P.S. is participating in the PACE model in addition to the three north end elementary schools (Rideau Heights, JG Simcoe and Molly Brant).</p>	<p>Monthly wellness initiatives available to all staff.</p> <p>Two after school workshops on anxiety were held for staff.</p> <p>Google Read & Write Learning Series held in Napanee to provide staff training to support students with assistive technology.</p> <p>EOSDN (Eastern Ontario Staff Development Network) math project focused on deepening our understanding of learner profiles to develop more precise and personalized instruction in math.</p> <p>One and four-day workshops held for LDSB staff and community partners with a focus on trauma and Level 1 Dyadic Developmental Psychotherapy.</p>	
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	<p>Increase capacity of in school teams to support student needs in an inclusive environment</p>	<p>4 ½ days of professional learning sessions for school teams in September focused on the implementation of the Provincial Report Card for elementary students who receive school to community services . Student Support Teacher/Learning Program Support Teacher Professional Learning on November 8th focused on “Identifying and Closing the Gaps” .</p>	<p>Ongoing school supports as requested. School based IEP collaborative planning at specific sites.</p>	
	<p>Increase capacity in the area of supporting students with FASD in our schools</p>	<p>A Minds On-Line resource for <u>Supporting the Needs of Students with FASD - K - 12</u> is being developed for staff.</p>	<p>Professional development provided February 8, 2019 for selected elementary staff to deepen understanding of how to support the learning of students with FASD.</p>	
	<p>Increase capacity in the area of Universal Design for Learning (UDL)</p>	<p>All professional development series developed through Educational Services model</p>	<p>All program team members are engaged in book clubs focused on Universal Design for Learning (UDL).</p>	

		<p>the framework of Universal Design for Learning.</p> <p>Educational Services and Program Team continue to deepen our understanding of the UDL guidelines to support our implementation of the framework in a variety of learning environments.</p>	<p>Continued focus on deepening understanding of UDL at SST/LPS meetings and program team meetings.</p>	
Strengthen Partnerships	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Deepening parent understanding of special education supports and services available to students in our schools.	<ul style="list-style-type: none"> Develop and share user friendly parent and student resources related to special education and student advocacy 	<p>Two parent workshops provided related to IEPs and IPRCs.</p>	<p>Presentation at the South East Parent Action Group 2nd Annual Education Day related to FASD.</p>	

Strengthen Partnerships	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
<p>Empowering parents as an important and knowledgeable stakeholder when making decisions about their student’s learning and well-being.</p>	<ul style="list-style-type: none"> • Continue to investigate the concept of strength-based, person-centred planning in consultation with parents, community partners, and other school boards • Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life <p>Engage parent involvement in the Mental Health Leadership Committee</p>	<p>Investigation is ongoing. Currently working collaboratively with community partners on a Transition to Adulthood Toolkit.</p> <p>Approximately 40 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians, community partners and educators.</p> <p>The Mental Health Leadership Committee is actively recruiting a parent stakeholder to support the development and implementation of the LDSB Mental Health and Well-Being Strategy.</p>	<p>Investigation of My Blueprint as a tool to enhance parent participation in Life Beyond School Planning.</p> <p>Approximately 40 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians, community partners and educators.</p> <p>Ongoing.</p>	

	Implementation of Transition to Adulthood Planning Toolkit	Ongoing feedback and editing from community stakeholders regarding the Transition Planning Toolkit developed collaboratively by the community Transition Advisory Sub Committee.	Ongoing consultations with community partners, parents and local school boards.	
Leverage Supports	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Collaborating with our community partners to promote social inclusion and student learning and well-being.	<ul style="list-style-type: none"> • Continue to explore the enhancement and impact of natural supports and programming (peer tutor/student mentor/volunteer) within our schools • Continue to offer information and networking opportunities with community partners and LDSB staff to further understand available resources and services for our students and their families 	<p>Presentation about enhancing social relationships by Frontenac SS and Lasalle SS School to Community Services Teachers to all School to Community Services Teachers on the October PA Day.</p> <p>An information and network building session was offered on November 14th for parents with students with Cochlear Implants.</p>	<p>Ongoing collaborations at secondary schools to provide opportunities that promote social peer networks.</p> <p>An information and network building session was offered on February 5 for parents with students with Cochlear Implants.</p>	

Leverage Supports	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
<p>Collaborating with our community partners to promote social inclusion and student learning and well-being.</p>	<ul style="list-style-type: none"> Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community 	<p>Youth Employment Support Committee (YES) hosting the Focus On Ability Youth Employment Community Forum, November 22, 2018, from 9:30 to 1:30 at the Fort Henry Discovery Centre.</p> <p>The Transition Advisory Committee is currently planning at least one Life Beyond School event for Spring 2019.</p>	<p>The YES Committee is working on a Laidlaw Foundation Grant Proposal for up to \$60,000.00 dollars.</p> <p>The Transition Advisory Committee has planned a Life Beyond School event in Kingston for April 25, 2019, and in Napanee for May 30, 2019.</p> <p>Investigation of My Blueprint with participation from Community Living to support pathway planning for students with IDD.</p>	

Leverage Supports	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
<p>Investigating partnerships that support shared services and use of resources.</p>	<ul style="list-style-type: none"> Continue to collaborate with Maltby Centre and Algonquin Lakeshore Catholic District School Board in Kingston After School ABA Program for students with autism 	<p>After School ABA Program now in cycle 8 since its inception. Currently, 54 students have participated between Sept-Nov. 2018.</p>	<p>After School ABA Program now in cycle 10. January-February 2019, there have been 6 groups with 28 participants. Beginning March 19th there will be an additional 6 groups with 32 participants.</p>	
<p>Continuing to work with the Ministry of Education to serve student with special education needs.</p>	<ul style="list-style-type: none"> Continue to work with the Ministry for special education funding that meets the needs of the students in LDSB <p>Engage in the Ministry of Education Pilot Project to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities</p>	<p>Ongoing advocacy through SEAC.</p> <p>Participated in kick-off meeting for Ministry’s Pilot to Support Transitions to Post-secondary Pathways for Students with Developmental Disabilities on October 23. Development of goals and actions for the year on-going.</p>	<p>Ongoing.</p> <p>Pilot team participated in Ministry teleconference on January 30 to share progress and collaborate with other lead and supporting boards.</p>	

Investigating the concept of coaches to support inclusion of students.	<ul style="list-style-type: none">• Build capacity in the area of Universal Design for Learning and deepen understanding of the role of coaching	Three Special Education Program Coordinators are participating in Mentor/Coaching professional learning program.	Ongoing collaboration between Special Education Program Coordinators and Instructional Coaches to support the inclusion of students	
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We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

Special Education Advisory Committee

ASSOCIATE SUPERINTENDENT'S REPORT

MARCH 27, 2019

i) Ministry Updates

- Update: Special Education Funding in 2018-2019

This updated memorandum provides a summary of Special Education Grant funding changes for the 2018-19 school year, including details regarding the Differentiated Special Education Needs Amount (DSENA) allocation.

The following is a list of the key changes to special education funding that are summarized in this memorandum:

DSENA: New Investment and Allocation Details

Special Education Per-Pupil Amount (SEPPA): New Investment and Allocation Details (*Summer 2018*)

Special Incidence Portion (SIP): An increase to the Maximum Amount Per Eligible Claim (*Revised Summer 2018*)

Behaviour Expertise Amount (BEA): Transition of Applied Behaviour Analysis (ABA) Training funding from Education Programs-Other funding into the BEA

Care, Treatment, Custody and Correctional (CTCC) Amount: Name change and update to guidelines (Update: Special Education Funding in 2018-2019)

- Supporting Students with Autism Spectrum Disorder

On March 11, 2019 the Ministry of Education made an announcement regarding "Supporting Students with Autism Spectrum Disorder". The link to the information on the Ministry of Education website can be found at:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/autism.html>

On Monday March 18, 2019 all school boards received a request from the Ministry of Education to complete a survey regarding board pressures resulting from the new Ontario Autism Program (OAP). In all cases where LDSB schools are aware of a confirmed transition, the school will connect with Hugh Box who will support the school through the transition planning process.

ii) World Autism Awareness Day

This year World Autism Day will be celebrated on April 2. This day presents an extraordinary opportunity to highlight the wonderful achievements and abilities of people who have ASD. Limestone District supports hundreds of students with Autism and at this time of year we invite schools across the district to share some of the great news. Schools in the LDSB are invited to:

- include a thought during morning announcements
- create awareness posters for posting around the school
- choose a book or video to share in class or at an assembly
- have a question box answered by students with ASD
- hold a "Raise the Flag" event to demonstrate your school's
- commitment to inclusion and acceptance
- "Light it up Blue" by wearing blue on April 2
- share your initiatives on Twitter using #autismawareness or #LIUB

Report Prepared By: Alison McDonnell, Associate Superintendent of Education, Learning for All

Ministry of Education

Special Education /
Success for All Branch
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Ministère de l'Éducation

Direction de l'éducation de l'enfance en
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2019: SB01

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Claudine Munroe
Director
Special Education / Success for All Branch

DATE: February 20, 2019

SUBJECT: Update: Special Education Funding in 2018-19

This updated memorandum provides a summary of Special Education Grant funding changes for the 2018-19 school year, including details regarding the Differentiated Special Education Needs Amount (DSENA) allocation.

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- DSENA: New Investment and Allocation Details
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DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION

New for 2018-19

The 2018-19 DSENA allocation includes a new \$50.8 million¹ Multi-Disciplinary Supports Amount, which supports increased special education programs and services.

The new Multi-Disciplinary Supports Amount will support all students with special education needs, including some subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs.

The 2018-19 DSENA Allocation will be made up of four components:

- Special Education Statistical Prediction Model (SESPM): This component is projected to be \$773.4 million;
- Measures of Variability (MOV): This component is projected to be \$273.0 million; and
- Base Amount for Collaboration and Integration: This component is projected to be \$32.8 million, which represents approximately \$456,017 per board.
- Multi-Disciplinary Supports Amount: this component is projected to be \$50.8 million
 - Multi-Disciplinary Team component (approximately \$28.4 million) and
 - Other Staffing Resources component (approximately \$22.5 million)

Further details regarding these DSENA allocation components can be found below. In addition, a copy of the projected DSENA MOV, SESPM and Other Staffing Resources Table Amounts for each school board, as found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, can also be found below.

Special Education Statistical Prediction Model (SESPM)

The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for the 2018-19 school year. It draws from 2015-16 Ontario Ministry of Education anonymized student data (most recent available), merged with University of New Brunswick – Canadian Research Institute for Social Policy Census indicators from the 2006 Canadian Census data, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards. The ministry determined that some GSN funding allocations, especially those that use data at lower levels of geography, could not be reliably updated with the 2011 National Household Survey data. This includes the SESPM. Ministry staff are presently examining 2016 census data to determine its reliability for updating funding components of the GSN that use Census data, such as the SESPM.

¹ The Multi-Disciplinary Supports Amount investment totals \$52 million, which includes funding for school authorities and the benefits trusts costs of this investment. Of this \$52 million investment, \$50.8 million is provided to Ontario's 72 District School Boards through the Multi-Disciplinary Supports Amount.

The board-specific prediction value for each school board reflects the relationship between the actual percent 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.

The following demographic factors were used:

- Occupational structure,
- Median income,
- Parent level of education,
- Percent families below Statistic Canada's low-income cut-off occupational structure,
- Percent unemployed,
- Percent Aboriginal families,
- Percent recent immigrants,
- Percent moved in previous year, and
- Metropolitan influence zone.

The likelihood that a student will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a student being designated as reported to be receiving special education programs and/or services (e.g., $Y_1 = 1$ if reported; $Y_1 = 0$ if not reported) as a function of a set of n covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 definitions within the ministry's categories of exceptionalities², one for students 'non-identified with an Individual Education Plan (IEP),' and one for students 'non-identified without an IEP.'

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of all the students served by the school board, and then summed to achieve an estimate of the predicted number of students who could be expected to receive special education programs and/or services.

² There are five categories and twelve definitions of exceptionalities as follows:
BEHAVIOUR – Behaviour;
INTELLECTUAL – Giftedness, Mild Intellectual Disability, Developmental Disability;
COMMUNICATION – Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability;
PHYSICAL – Physical Disability, Blind and Low Vision; and
MULTIPLE – Multiple Exceptionalities

The functional form of the model is:

$$\text{Probability} \left(\begin{array}{l} Y_1 = 1, \text{ given a student's} \\ \text{set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n)}]}$$

where Y_1 denotes whether or not a student was reported as receiving special education programs and/or services; and $x_1 \dots x_n$ are the student's grade, gender and 2006 Census-derived demographic characteristics.

The regression coefficients, $\beta_0, \beta_1, \dots, \beta_n$ are estimated from the anonymized data for all Ontario students in 2015-16. With these estimates, the model estimates the probability that a student with a particular set of background characteristics would receive special education programs and/or services.

Therefore, in a school board with 10,000 students, where each student's age, grade, and census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for the 10,000 students provides an estimate of the total number of students that are likely to receive special education programs and/or services in that board.

The board-by-board predicted value is then multiplied by the board's average daily enrolment (ADE) to determine each board's proportion of this allocation.

Measures of Variability (MOV)

The Measures of Variability use six categories of data to reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.

Overall, the provincial MOV amount will be distributed among all school boards based on six categories of data where each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percent of MOV funding available for each category/subcategory (see Table 1 below) multiplied by the provincial MOV amount, determines the provincial funding for that factor.

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1	Students reported as receiving special education programs and/or services	2015-16 data as reported by boards (one factor)	30.2%
2	Participation and achievement in EQAO assessments by students with special education needs	2016-17 data for:	30.2%
		Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		Sub-Category 2B: Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		Sub-Category 2C: Grade 3 and Grade 6 students with special education needs (including gifted) with three or more accommodations (two factors)	9.4%
3	Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs	2015-16 data for:	15.1%
		Sub-Category 3A: Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)	12.3%
		Sub-Category 3B: Grade 9 and Grade 10 Students with special education needs enrolled in Locally Developed Courses (two factors)	1.3%
		Sub-Category 3C: Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)	1.5%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
4 Remote and Rural Adjustment	2018-19 Projected allocations for:	12.8%	
	Sub-Category 4A: Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6.4%
	Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres, and recognizes that French-language school boards operating in minority language context face higher costs in obtaining goods and services (one factor)		1.4%
	Sub-Category 4C: School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		5.0%
5 Indigenous Education Grant Adjustment	Indigenous Education Grant's Per-Pupil Amount Allocation (one factor)	7.6%	
6 French-language School Board Adjustment	Recognition of school boards operating in an official language minority context and their size.	4.1%	
	Sub-Category 6A: Base amount of \$456,016.80 per board (one factor).		2.0%
	Sub-Category 6B: Board Enrolment, (one factor).		2.1%

The six MOV categories and its twenty-seven factors are described below.

MOV Categories 1 to 3:

The first three categories of MOV use data to develop a school board profile of special education needs. These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average. The MOV weights for categories 1 to 3 are calculated as follows:

Weight	Data ranges (DSB vs. Provincial Average)
0.8	<-30%
0.9	-30% to < -10%
1	-10% to < +10% (of Provincial Average)
1.1	+10% to < +30%
1.2	≥ +30%

The calculation for these three categories is as follows:

- a) The board’s data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- b) The board’s weight for the factor multiplied by the board’s ADE determines the board’s factor number. The board’s factor number is divided by the total of all 72 boards’ factor numbers combined for that factor. This ratio is then multiplied by the amount of funding available for that factor to determine the board’s funding for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and its factors, as well as, the ranges for each category or factor.

Category 1: Prevalence of students reported as receiving special education programs and services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and services divided by total enrolment. (one factor)

Prevalence of students reported as receiving special education programs and services: 30.2% of MOV	
Weight	Range
0.8	< 12.09%
0.9	12.09% to < 15.55%
1.0	15.55% to < 19%
1.1	19% to < 22.46%
1.2	≥ 22.46%

Category 2: Participation and achievement in EQAO assessments by students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).

Sub-Category 2A: Prevalence of participation and achievement in Grade 3 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2A – EQAO Achievement – Grade 3; 10.4% of MOV						
Weight	Males Reading (20% of 2A)	Females Reading (15% of 2A)	Males Writing (20% of 2A)	Females Writing (15% of 2A)	Males Math (15% of 2A)	Females Math (15% of 2A)
0.8	< 13.2%	< 12.03%	< 8.42%	< 6.53%	< 16.09%	< 19.22%
0.9	13.2% to < 16.97%	12.03% to < 15.47%	8.42% to < 10.82%	6.53% to < 8.39%	16.09% to < 20.68%	19.22% to < 24.71%
1	16.97% to < 20.75%	15.47% to < 18.9%	10.82% to < 13.23%	8.39% to < 10.26%	20.68% to < 25.28%	24.71% to < 30.2%
1.1	20.75% to < 24.52%	18.9% to < 22.34%	13.23% to < 15.63%	10.26% to < 12.12%	25.28% to < 29.88%	30.2% to < 35.69%
1.2	≥ 24.52%	≥ 22.34%	≥ 15.63%	≥ 12.12%	≥ 29.88%	≥ 35.69%

Sub-Category 2B: Prevalence of participation and achievement in Grade 6 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2B – EQAO Achievement – Grade 6; 10.4% of MOV						
Weight	Males Reading (20% of 2B)	Females Reading (15% of 2B)	Males Writing (20% of 2B)	Females Writing (15% of 2B)	Males Math (15% of 2B)	Females Math (15% of 2B)
0.8	< 7.1%	< 5.6%	< 7.11%	< 5.54%	< 30.27%	< 33.74%
0.9	7.1% to < 9.13%	5.6% to < 7.2%	7.11% to < 9.15%	5.54% to < 7.13%	30.27% to < 38.92%	33.74% to < 43.38%
1	9.13% to < 11.16%	7.2% to < 8.8%	9.15% to < 11.18%	7.13% to < 8.71%	38.92% to < 47.57%	43.38% to < 53.02%
1.1	11.16% to < 13.19%	8.8% to < 10.4%	11.18% to < 13.21%	8.71% to < 10.29%	47.57% to < 56.22%	53.02% to < 62.66%
1.2	≥ 13.19%	≥ 10.4%	≥ 13.21%	≥ 10.29%	≥ 56.22%	≥ 62.66%

Sub-Category 2C: Prevalence of students with special education needs, including gifted, who required 3 or more accommodations (e.g., extra time, coloured paper, SEA equipment use, etc.) for EQAO Grade 3 and Grade 6 assessments (two factors).

2C – EQAO accommodations; 9.4% of MOV		
Weight	Grade 3 (50% of 2C)	Grade 6 (50% of 2C)
0.8	< 48.95%	< 38.54%
0.9	48.95% to < 62.93%	38.54% to < 49.55%
1	62.93% to < 76.92%	49.55% to < 60.56%
1.1	76.92% to < 90.9%	60.56% to < 71.57%
1.2	≥ 90.9%	≥ 71.57%

Category 3: Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs (Secondary enrolment counts only).

Sub-Category 3A: Prevalence of Grade 9 and 10 credit accumulation for students with special education needs. Prevalence for Grade 9 is that of those who earned 5 or less credits; and prevalence for Grade 10 is that of those who earned 13 or less credits (two factors).

3A – Credit accumulation; 12.3% of MOV		
Weight	Earned 5 or less credits in Grade 9 (40% of 3A)	Earned 13 or less credits in Grade 10 (60% of 3A)
0.8	< 9.24%	< 14.79%
0.9	9.24% to < 11.89%	14.79% to < 19.01%
1	11.89% to < 14.53%	19.01% to < 23.24%
1.1	14.53% to < 17.17%	23.24% to < 27.47%
1.2	≥ 17.17%	≥ 27.47%

Sub-Category 3B: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in locally developed courses (two factors).

3B – Enrolled in LD Courses; 1.3% of MOV		
Weight	Enrolled in LD Courses Grade 9 (40% of 3B)	Enrolled in LD Courses Grade 10 (60% of 3B)
0.8	< 16.15%	< 16.66%
0.9	16.15% to < 20.77%	16.66% to < 21.42%
1	20.77% to < 25.38%	21.42% to < 26.18%
1.1	25.38% to < 30%	26.18% to < 30.94%
1.2	≥ 30%	≥ 30.94%

Sub-Category 3C: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in alternative non-credit courses (K-courses) (two factors).

3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV		
Weight	Enrolled in K-Courses Grade 9 (40% of 3C)	Enrolled in K-Courses Grade 10 (60% of 3C)
0.8	< 4.89%	< 4.29%
0.9	4.89% to < 6.29%	4.29% to < 5.52%
1	6.29% to < 7.69%	5.52% to < 6.75%
1.1	7.69% to < 9.09%	6.75% to < 7.97%
1.2	≥ 9.09%	≥ 7.97%

MOV Categories 4 to 6

Categories 4 to 6 address each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs. These three categories are: Remote and Rural Adjustment, Indigenous Education Grant Adjustment and French-language School Board Adjustment.

Category 4: Remote and Rural Adjustment

The MOV's Remote and Rural Adjustment will provide school boards with funding based on 3 sub-categories/factors that align with the Remote and Rural allocation of the Geographic Circumstances Grant of the GSN – they are:

- Sub-Category 4A: Board enrolment, which recognizes that school boards with fewer pupils often have higher per-pupil costs for goods and services (one factor);
- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence, which takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres. This component also recognizes that, much like remote school boards, French-Language school boards operating in minority language context face higher costs in obtaining goods and services (one factor); and
- Sub-Category 4C: School Dispersion, which recognizes the higher costs of providing goods and services to students in schools that are widely dispersed over the school board's geographic area (one factor).

Category 5: Indigenous Education Grant Adjustment

Each school board will receive a percentage of their Indigenous Education Grant's Per-Pupil Amount Allocation. This allocation estimates the percentage of Indigenous population in a school board, while guaranteeing a minimum funding amount to each school board (please refer to *2018-19 Technical Paper* for more details regarding the Indigenous Education Grant's Per-Pupil Amount Allocation). This complements the ministry's effort to better reflect each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs (one factor).

Category 6: French-Language School Board Adjustment

This category recognizes that boards operating in a minority language context have unique challenges supporting students with special education needs; while also recognizing board size. There are two factors in this category.

- Sub-Category 6A: Base amount of \$456,016.80 per board in a minority language context (one factor).
- Sub-Category 6B: Board enrolment, (one factor).

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$456,016.80. Its purpose is to enable boards to explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

The new Multi-Disciplinary Supports Amount will allow school boards to hire specialists, including registered social workers, psychologists, behavioural specialists and speech-language pathologists. This amount will support all students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs. There are two components in this amount:

a. Multi-Disciplinary Team Component

Funding will be provided for a Multi-Disciplinary Team for all boards (funding will be provided for up to four additional FTEs per school board), to build board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and respond to the unique needs of their students. The Multi-Disciplinary Team members should reflect local need, and could include any combination of a psychologist, behavioural specialist, speech-language pathologist, registered social worker, or a person in a position that requires similar qualifications.

Boards will generate funding for the Multi-Disciplinary Team component based on the number of new multi-disciplinary team members hired. Each new multi-disciplinary team member hired, up to a maximum of four, will generate \$98,575.63 for the school board.

If the cost of these new multi-disciplinary team members is less than the amount of funding generated, this unspent funding will be made available for other special education expenditures (broader special education envelope). Any eligible spending in excess of the funding for new multi-disciplinary team members will be included in the special education spending that will be measured against the broader special education envelope.

b. Other Staffing Resources Component

Funding will be provided to all school boards for other staffing to support students with special education needs. School boards have flexibility to use this funding for special education staffing that will address their local needs. This component will be allocated to school boards as per the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, which is also included at the end of this memorandum.

SPECIAL EDUCATION PER-PUPIL AMOUNT (SEPPA) ALLOCATION (*Revised Summer 2018*)

For 2018-19, the ministry is investing a projected \$28 million in the Special Education Per-Pupil Amount Allocation. Funding will be provided to all school boards to assist with the costs of providing additional support to students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs. Funding will be allocated to school boards by increasing all three Special Education Per-Pupil Amount Allocation benchmarks to the following:

- \$1,007.08 per JK to Grade 3 student,
- \$773.57 per Grade 4 to 8 student, and
- \$510.73 per Grade 9 to 12 student.

All 72 school boards will see an increase in their Special Education Per-Pupil Amount Allocation funding for 2018–19 as a result of this new investment.

SPECIAL INCIDENCE PORTION (SIP) ALLOCATION (*Revised Summer 2018*)

The ministry is investing a projected \$2 million in the Special Incidence Portion for the 2018-19 school year through an increase in the maximum SIP amount per eligible claim. This investment is intended to support students with extraordinarily high needs to be successful in school, and it will support the staffing costs associated with addressing the health and safety needs of these students and others in their school. The maximum SIP amount per eligible claim will increase by 1.5 per cent over 2017-18 to \$27,405.

BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION

In 2018–19, the Behaviour Expertise Amount (BEA) Allocation will have a new component: the Applied Behaviour Analysis (ABA) Training Amount (\$3 million). This funding was previously provided to school boards through the Autism Supports and Training Allocation in Education Programs – Other funding. Beginning in 2018–19 the BEA Allocation will have two components:

- ABA Expertise Professionals Amount (\$12.2 million); and
- ABA Training Amount (\$3 million)

ABA Expertise Professionals Amount

The use of ABA instructional approaches can support students with Autism Spectrum Disorder and other students with special education needs. The ABA Expertise Professionals Amount provides funding for school boards to hire board-level ABA expertise professionals.

The ABA Expertise Professionals Amount will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating school boards' collaboration with community service providers, parents and schools; and support the transitions, collaboration and information sharing between community-based autism service providers, school staff and families.

ABA Training Amount

The ABA Training Amount will provide funding for training opportunities to build school board capacity in ABA. Since 2007, funding provided by the ministry has supported the successful implementation of Policy/Program Memorandum (PPM) 140, which provides direction to school boards to support their use of ABA as an effective instructional approach to support students with Autism Spectrum Disorder.

School boards are required to use the ABA Training Amount for the purpose of ABA training. The ministry expects school boards to:

- Strengthen capacity to deliver ABA instructional methods to students with Autism Spectrum Disorder and other students with special education needs;
- Strengthen capacity of ABA expertise professionals in coaching on ABA-based teaching strategies, coordinating ABA training and resources and facilitating collaboration between community partners and schools; and,
- Facilitate information sharing opportunities and contribute to professional learning communities at the board, region and provincial levels.

The ministry expects school boards to use the ABA Training Amount for:

- Professional development;
- Procurement or development of resources/programs; and
- Release time/supply costs for staff on training (Educational Assistants/Educators/school teams)

School boards should align their ABA training and other relevant activities with a list of training requirements communicated by the ministry to school boards in the memorandum from April 30, 2014 titled [Applied Behaviour Analysis \(ABA\) Training Requirements to support students with Autism Spectrum Disorder](#). The formal or informal training opportunities and/or mentoring on ABA should be practical and oriented at developing classroom educators' skills to apply and individualize ABA and should cover the following content:

- Behaviour;
- Functions of behaviour;
- Assessments and data collection to inform ABA instructional methods;
- Development, implementation and monitoring of effective Individual Education Plans and Transition Plans that incorporate ABA methods in a variety of educational settings; and
- Principles of ABA, with a focus on ABA instructional methods to support students with Autism Spectrum Disorder and other students who may benefit from it.

ABA Training Amount funding can only be used by boards for the purpose of ABA training. Any unspent ABA Training Amount funding must be reported in a deferred revenue account to be used for ABA training in future years.

CARE, TREATMENT, CUSTODY AND CORRECTIONAL AMOUNT

Beginning in 2018-19 this allocation, which was previously named the Facilities Amount, has been renamed the Care, Treatment, Custody and Correctional (CTCC) Amount. The CTCC Amount is provided to support approved education programs provided by boards in Care, Treatment, Custody, and Correctional Facilities. This funding amount was renamed to more accurately reflect the intention of the funds, and to make the naming consistent with ministry program documentation as well as district school board language.

CTCC Guidelines 2018-19

The Guidelines for the Care, Treatment, Custody and Correctional (CTCC) programs are reviewed and updated on an annual basis. Guidelines for 2018-19 have been released on the Ministry of Education's Financial Analysis and Accountability Branch website at the following link: [Guidelines for Approval and Provision of Care, Treatment, Custody and Correctional \(CTCC\) Programs 2018-19](#). The 2018-19 Guidelines set out program requirements and ministry expectations, roles and responsibilities as well as criteria for approval and funding and overall program delivery.

This funding supports school boards' provision of education programs to school aged children and youth in care, treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these education programs under a written agreement (Memorandum of Understanding) between the school board and the facility. The funding, which must be approved by the ministry, is used for recognized costs that include teachers, educational assistants, liaison administrative positions and classroom supplies.

Funding is reduced when the projected amount approved and paid to a school board is greater than the actual final expenditure incurred.

Additional funding is provided to school boards to help offset the accommodation costs of classrooms in care and/or treatment, and custody settings that operate in school board space. This funding is included in the School Operations Allocation.

Sincerely,

Original signed by

Claudine Munroe
Director
Special Education / Success for All Branch

cc. Special Education Advisory Committees

2018-19 DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
1.	Algoma District School Board	3,151,176	4,266,824	159,207
2.	Algonquin and Lakeshore Catholic District School Board	2,283,980	4,857,411	153,270
3.	Avon Maitland District School Board	1,807,387	6,950,979	187,974
4.	Bluewater District School Board	2,179,095	7,463,652	206,955
5.	Brant Haldimand Norfolk Catholic District School Board	1,853,101	4,262,110	131,246
6.	Bruce-Grey Catholic District School Board	1,174,680	2,060,488	69,434
7.	Catholic District School Board of Eastern Ontario	2,366,513	5,690,995	172,932
8.	Conseil des écoles publiques de l'Est de l'Ontario	3,648,217	5,860,673	204,082
9.	Conseil scolaire catholique MonAvenir	3,968,498	5,721,925	207,978
10.	Conseil scolaire catholique Providence	3,427,387	3,559,610	149,956
11.	Conseil scolaire de district catholique de l'Est ontarien	3,006,344	4,175,070	154,129
12.	Conseil scolaire de district catholique des Aurores boréales	1,143,031	321,705	31,436
13.	Conseil scolaire de district catholique des Grandes Rivières	3,080,593	2,678,592	123,605
14.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	4,830,765	8,441,990	284,863
15.	Conseil scolaire de district catholique du Nouvel-Ontario	3,402,075	2,678,692	130,507
16.	Conseil scolaire de district catholique Franco-Nord	1,589,490	1,280,861	61,604
17.	Conseil scolaire de district du Nord-Est de l'Ontario	1,865,376	958,680	60,611
18.	Conseil scolaire public du Grand Nord de l'Ontario	1,854,210	1,006,344	61,394
19.	Conseil scolaire Viamonde	3,731,990	4,046,432	166,942
20.	District School Board of Niagara	4,318,968	15,253,618	420,071
21.	District School Board Ontario North East	2,744,678	3,172,831	127,003
22.	Dufferin-Peel Catholic District School Board	8,052,564	28,685,298	788,476
23.	Durham Catholic District School Board	2,110,108	7,749,179	211,602
24.	Durham District School Board	7,590,810	26,440,750	730,393
25.	Grand Erie District School Board	3,298,953	11,278,136	312,857
26.	Greater Essex County District School Board	4,029,409	14,185,453	390,931
27.	Halton Catholic District School Board	3,234,842	12,070,668	328,490
28.	Halton District School Board	6,508,789	22,180,630	615,739
29.	Hamilton-Wentworth Catholic District School Board	3,099,987	11,733,666	318,363
30.	Hamilton-Wentworth District School Board	5,925,058	20,178,511	560,241
31.	Hastings and Prince Edward District School Board	2,494,736	6,781,225	199,083
32.	Huron Perth Catholic District School Board	1,144,066	1,985,445	67,166
33.	Huron-Superior Catholic District School Board	1,967,894	1,988,068	84,904
34.	Kawartha Pine Ridge District School Board	3,765,275	13,304,095	366,347
35.	Keewatin-Patricia District School Board	3,263,844	2,574,255	125,299
36.	Kenora Catholic District School Board	751,562	582,611	28,634
37.	Lakehead District School Board	2,737,757	3,688,137	137,914
38.	Lambton Kent District School Board	2,578,023	9,496,469	259,145
39.	Limestone District School Board	2,679,532	8,170,458	232,865
40.	London District Catholic School Board	2,174,888	8,006,005	218,505
41.	Near North District School Board	2,466,433	4,616,089	152,007
42.	Niagara Catholic District School Board	2,171,710	8,586,299	230,891
43.	Nipissing-Parry Sound Catholic District School Board	829,388	1,159,431	42,684
44.	Northeastern Catholic District School Board	990,012	1,010,559	42,937
45.	Northwest Catholic District School Board	903,938	543,911	31,074
46.	Ottawa Catholic District School Board	4,497,324	15,714,033	433,781
47.	Ottawa-Carleton District School Board	8,077,151	26,961,451	752,006
48.	Peel District School Board	16,705,478	53,291,210	1,502,284

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,884,841	6,159,547	172,650
50.	Rainbow District School Board	3,355,599	5,520,170	190,494
51.	Rainy River District School Board	1,096,939	1,163,359	48,511
52.	Renfrew County Catholic District School Board	1,373,105	2,171,194	76,069
53.	Renfrew County District School Board	2,082,784	4,255,095	136,025
54.	Simcoe County District School Board	7,062,206	21,383,365	610,505
55.	Simcoe Muskoka Catholic District School Board	3,181,125	8,877,786	258,811
56.	St. Clair Catholic District School Board	1,789,542	3,694,560	117,701
57.	Sudbury Catholic District School Board	1,795,859	2,523,985	92,713
58.	Superior North Catholic District School Board	387,120	267,126	14,042
59.	Superior-Greenstone District School Board	656,788	630,630	27,631
60.	Thames Valley District School Board	8,834,899	31,477,791	865,200
61.	Thunder Bay Catholic District School Board	2,240,199	3,153,753	115,766
62.	Toronto Catholic District School Board	9,164,835	35,152,967	951,158
63.	Toronto District School Board	25,832,728	90,443,894	2,495,555
64.	Trillium Lakelands District School Board	2,325,200	7,695,507	215,067
65.	Upper Canada District School Board	4,104,970	11,945,352	344,476
66.	Upper Grand District School Board	3,720,531	13,215,739	363,490
67.	Waterloo Catholic District School Board	2,359,590	8,626,327	235,782
68.	Waterloo Region District School Board	7,487,413	23,850,067	672,572
69.	Wellington Catholic District School Board	1,542,235	2,925,720	95,892
70.	Windsor-Essex Catholic District School Board	2,227,074	7,891,650	217,170
71.	York Catholic District School Board	4,911,154	18,753,808	507,903
72.	York Region District School Board	12,108,241	43,953,579	1,203,211

Organization Update – March 2019

Learning Disabilities Association of Kingston in collaboration with United Parents of Bayridge is hosting Parents' Forum: Speak Up for Ability on Saturday, May 25, 2019 9:00 am to 1.30 pm at 817 Division Street. The forum is funded by the Government of Ontario Parents Reaching Out Program. The objectives of this forum are to help parents:

- Understand strategies, processes and services for inclusion of children with learning disabilities and attention issues
- Build skills to actively participate in establishing parent-school partnerships
- Increase ability to competently navigate the educational system
- Effectively communicate with school/teachers
- Successfully advocate for the rights of students

The forum will be organized for up to 100 parents, teachers and community services providers who work together to ensure the best learning opportunities for students with learning disabilities and attention issues. It is expected that at the end of this forum, participants will be able to better collaborate in finding the best solutions in overcoming challenges for students with learning disabilities, will be more competent in advocating the rights of students with disabilities, navigating the educational system and communicating with each other and have better understanding of roles and responsibilities of teachers, administrators, parents and service providers.

* * *

Reading and Robots Rock: Summer Camps for Youth with Learning Disabilities Ages 8 to 12 Coming in July

The camp is offered in Partnership with the Boys & Girls Club of Kingston & Area and Funded by the Community Foundation for Kingston and Area.

Reading and Robots Rock will offer campers all the activities of a fun week-long summer camp with additional programming to support reading and social skills. Designed for youth ages 8 to 12, these camps will focus on building reading and teamwork skills. Along with games, sports, swimming and outings, this camp will provide two hours per day in which campers will work together and individually on reading and robot programming activities. A very popular focus will be on building, programming and operating robots, which requires reading and following instructions, communicating and working together, and deciding how to program the robots. Additional reading activities will be tailored to enhance individual participants' reading skills as identified through an intake assessment. These camps are designed to provide a supportive environment in which kids can have fun while gaining new skills.

Bursaries to offset camp fees will be available for eligible families for up to the full amount of the fees.

Dates: July 8-12 and July 15-19

Location:

Boys & Girls Club of Kingston & Area,
Robert Meek Centre
559 Bagot Street (downtown)

Register now online at bgckingston.ca and find more information about the camps.

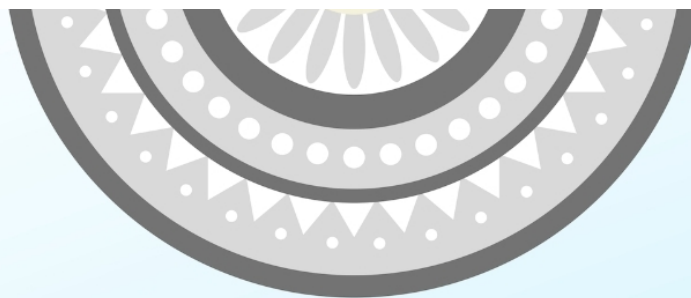
SPEAK UP FOR ABILITY

P A R E N T S F O R U M

- LEARN strategies, processes and services for inclusion of children with learning disabilities
- BUILD skills to actively participate in establishing parent-school partnerships
- Increase ABILITY to competently navigate the educational system
- Effectively COMMUNICATE with school/teachers
- Successfully ADVOCATE for the rights of students

A light lunch and free parking will be provided!

CONFERENCE ROOM AT 817 DIVISION STREET
SATURDAY, MAY 25, 2019
9:00 AM - 1:30 PM



Summer Programs Open House

*Summer programs, camps & respite care options for families
with exceptionalities*

A FREE Community Event, Open to the public

We are proud to include:

Science Quest @ Queen's University

The Quintilian Way Summer Camp

Boys & Girls Club of Kingston and Area

Girls Inc. Limestone

Learning Disabilities of Kingston

Special Olympics Ontario Kingston

Heal With Horses

Regional Assessment and Resource Center - STEPS

Big Brothers, Big Sisters KFL&A

Community Living Kingston & District

MusicMates

Extend A Family Summer Camps

Not so Amateur Amateurs

YMCA Kingston

Kool Kamps

Wed, April 3rd

6 - 7:30 PM

United Parents

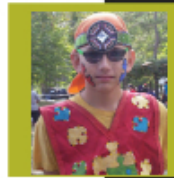
@ 1066 Hudson Dr.
Bayridge Public School

For More information: unitedparentsbayridge@hotmail.com / Facebook: United Parents of Bayridge



May 22, 2019
8:15-12:30

Through A Different Lens: Amplifying Diverse Voices on ASD Practices



9:00 a.m. River Christie-White

River is a First Nations teen who speaks in front of crowds across Canada spreading awareness about Autism



10:15 a.m. Steven Barrow

Steven works at M4M Sexual Health Program promoting wellness among the LGBTQ community. He is also currently working on his PhD at Queen's



11:30 a.m. Stephanie Moeser

Stephanie is a social worker and teaches part-time at Fleming College and the past few years has focused on young women on the spectrum and their unique experiences

Giving a voice to the experiences of Indigenous, LGBTQ+ and Women on the Autism Spectrum to help us gain knowledge that will assist these individuals on their life journeys and acknowledge and support their unique perspectives.

To Register:

<http://bit.ly/DifferentLens0A>

\$20 per person

Need More Info:

kingston@autismontario.com

613-507-7896

Location:

The Tett Centre, 370 King St W, Kingston, The Rehearsal Hall

PosterMyWall.com



Learning Disabilities Association of Kingston (LDAK)

817 Division St. Unit 108 Kingston, ON K7K 4C2

(613) 546-8524

www.ldakingston.com

ldak@ldakingston.com

SUMMER CAMPS FOR YOUTH WITH LEARNING DISABILITIES

To: Principals and Special Education Teachers, Limestone District School Board

The Learning Disabilities Association of Kingston is pleased to announce that we will be offering two summer camps for youth with learning disabilities in July. The camps are being offered in partnership with the Boys and Girls Club of Kingston and Area.

These camps offer bursaries for up to the full amount of the camp fees for eligible families.

The attached poster provides information about the camps. We would appreciate having the poster distributed to appropriate staff in your school and to families who might be interested in the camps. Posting our information for parents to see would also be appreciated. Thank you for your support. If you would like more information, please contact Helen Simson at hindis014@gmail.com or at 819 210 2814.

*Learning Disabilities
Association of Kingston
+
Boys & Girls Club*



READING & ROBOTS ROCK

A fun summer camp experience with traditional activities such as swimming, sports and outings with an added element of programming to enhance reading and social skills

"A SUPPORTIVE ENVIRONMENT WHERE KIDS CAN HAVE FUN WHILE LEARNING NEW SKILLS"



Summer Camp 2019

Swim



Read

Play



Program

READING AND ROBOTS ROCK



"A supportive environment where kids can
have fun while learning new skills"

LDAK • Boys & Girls Club Kingston

March 2019

NEWSLETTER

epilepsy
south eastern
ontario

920 Princess Street Unit 370, Kingston Ontario K7L 1H1 ~
Phone: (613)542-6222 ~ Fax: (613) 548-4162 ~admin@epilepsyresource.org ~
www.epilepsyresource.org

Purple Day 2019 A Month of Epilepsy Awareness

What is Purple Day for Epilepsy?

Purple Day for Epilepsy was founded in 2008 by nine year-old Cassidy Megan of Nova Scotia. Motivated by her own struggles with epilepsy, Cassidy started Purple Day for Epilepsy in an effort to educate others about the disorder, and remind those living with seizures that they are not alone. She named the day after the internationally recognized colour for epilepsy, lavender. Each year, on March 26, people from around the world wear purple in support of epilepsy.



Why is Purple Day for Epilepsy important?

Epilepsy is one of the most common neurological disorders, affecting approximately 1 in 100 people in Canada and 50 million people worldwide (more than multiple sclerosis, cerebral palsy, muscular dystrophy and Parkinson's disease combined). Despite its prevalence, epilepsy is often misunderstood and people with epilepsy can face social stigma and discrimination. Purple Day will help epilepsy organizations in Canada and around the world increase awareness, reduce stigma and empower individuals living with epilepsy to take action in their communities.

Who participates in Purple Day for Epilepsy?

Purple Day was launched nationally and internationally by the Canadian Epilepsy Alliance. The Anita Kaufmann foundation joined as a partner in 2009. All over the world people organize special events and wear purple to let those living with epilepsy know they are not alone.

What can Purple Day for Epilepsy achieve?

Purple Day reminds everyone that people living with epilepsy need understanding and acceptance, and deserve comprehensive care and access to innovative treatment options to effectively manage their disease. Spreading the word about epilepsy will help dispel myths and remind people affected by seizure disorders that they are not alone. On March 26, people around the world are encouraged to support epilepsy by wearing purple or by hosting a Purple Day awareness or fundraising event.

*Information taken from our official website www.epilepsyresource.org/events/purple-day

Ontario
Trillium Foundation



Fondation Trillium
de l'Ontario

An agency of the Government of Ontario.
Un organisme du gouvernement de l'Ontario.





Calendar of Events

Celebrate Purple Day All Month Long!



Thank you to all our local partners who are supporting
Epilepsy Awareness in March 2019!

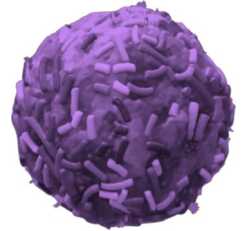
Coffee Way Donuts

Purple Sweet things:

Purchase a limited edition of *Purple Sweet Things* on every Tuesday of March and a portion of the proceeds will go towards our direct client support services.

Location: 427 Division St., Kingston ~ Phone: (613) 546-9106

Date: Tuesdays in March 5, 12, 19 and 26.



Purple Day Celebration:

Coffee Way will offer free *Purple Sweet Things* while supplies last - and Epilepsy South Eastern Ontario will be having a gift bag draw. Join the fun!!

Location: 427 Division St., Kingston ~ Phone: (613) 546-9106

Date: March 26, 10am -11am.

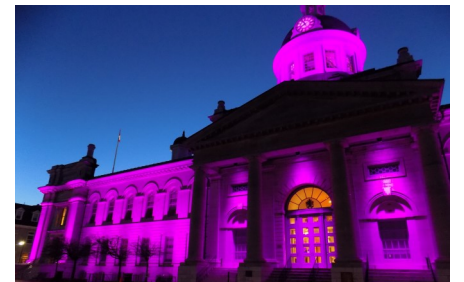


City Hall Illumination

In support of "Purple Day" on the evening of March 26th, City Hall will be lit up purple! Join us on purple day to show support and spread awareness for all those impacted by epilepsy and seizure disorders. Take a photo outside City Hall and post it to our Facebook page (@EpilepsyResourceCentre) to be entered in a draw for a prize!

Location: 216 Ontario St, Kingston, ON K7L 2Z3

Date: March 26 at dusk



Kingston Frontenacs Game

ESEO will be having a Epilepsy Information Kiosk at the Kingston Frontenacs Game on March 15th at 7pm when the Frontenacs take on the Oshawa Generals! Tickets are 15\$ each and the Kiosk will help promote Epilepsy awareness month. Order your tickets now! For more information, contact ESEO staff

(admin@epilepsyresource.org) at 613-542-6222 or Frontenacs staff Alex (Alex@KingstonFrontenacs.com) at 613-542-4042 ext. 6059.



Online Auction for Purple Blanket

ESEO will be hosting a online auction on our Facebook Page starting in March to raise awareness for epilepsy! The blanket is handmade by a local artist and the bid will start at \$25. Make sure you check it out!





ESEO Services

All are Welcome!

Group for Those Affected by Epilepsy

Our monthly group for those affected by epilepsy continues to meet the last Wednesday of every month from 6:30pm-8pm at the Ongwanada Resource Centre, 191 Portsmouth Ave, Kingston. New members are always welcome! For more information please contact Emilia Leslie, Client Services Coordinator at 613-542-6222 or eleslie@epilepsyresource.org.



Peer Support

ESEO offers peer support connections to those affected by epilepsy with shared experiences related to epilepsy or seizures. If you would like to volunteer as a peer supporter or access this service, please contact Emilia Leslie, Client Services Coordinator at 613-542-6222 or eleslie@epilepsyresource.org.



Emily's Fund

Emily's fund, in the honour of Emily McNamee's family, continue to provide free transportation services in the Kingston area to those affected by Epilepsy. Please contact 613-542-6222 or eleslie@epilepsyresource.org if you are in need of transportation to medical appointments or to any of our services.



Resources

Part of ESEO's mission is to improve the quality of life for people living with epilepsy. Brochures, pamphlets and facts sheets are available for those seeking information to take home. A seizure journal is also available to print from our website. You can visit our website (www.epilepsyresource.org) or contact our office for more information on available resources.





PULL TOGETHER FOR EPILEPSY 2019

It's Back! Save the Date!

**Our 7th annual Pull Together for Epilepsy- Fire Truck Pull will be held
on**

Sunday July 21th, 2019

Confederation Park, Kingston, Ontario

Start Building Your Team of 8 Now!

Call 613-542-6222 or

admin@epilepsyresource.org



Ways to Donate

Your donation to *Epilepsy South Eastern Ontario* will help transform the lives of people who struggle to live well with epilepsy. No matter how small or how large, any donation is greatly appreciated. On behalf of everyone who will benefit from your kindness and generosity, thank you for your support.

By Mail: Please mail your cheque or money order to:

Epilepsy South Eastern Ontario
920 Princess St, Suite 370
Kingston, Ontario, K7L 1H1
K7L 2V6

Canada Helps

Secure donations can be made to *Epilepsy South Eastern Ontario* online at **Canada Helps**, by accessing the link below. An instant tax receipt from CanadaHelps.org will be emailed to you.

Click to donate here: <https://goo.gl/FoOppo>



Volunteers Wanted for Charity Bingo



Epilepsy South Eastern Ontario is seeking volunteers to assist with our charity bingo event that occur monthly. Our aim is to promote epilepsy awareness in partnership with OLG and Community Spirit Bingo. A portion of the proceeds will also go towards funding our services. We must have two trained volunteers attend each scheduled two-hour session. We are looking for dedicated volunteers to attend these sessions and help raise awareness of epilepsy!



A Season of Change Comes to Epilepsy South Eastern Ontario



Welcome Colin Slack
New Executive Director



This January we warmly welcomed Colin Slack into the Executive Director position!

Colin has been assisting communities, organizations and individuals for over 21 years. Colin is passionate about community partnership development, as well as developing and providing services for persons affected by health or social challenges. Colin can be reached at cslack@epilepsyresource.org or 613-542-6222.



Purple Sweet Things Day





Every Tuesday in March there will be
Purple Sweet Things @





Coffee Way Donuts







472 Division Street Kingston, ON





Proceeds go towards:



epilepsy
south eastern
ontario



For Additional Information:
eleslie@epilepsyresource.org
or (613) 542-6222



Purple Day Celebration

Come celebrate Purple Day to raise awareness for Epilepsy!



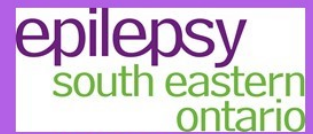
March 26th marks the occasion of our second annual Purple Day celebrations with Coffee Way.

Coffee Way will offer free *Purple Sweet Things* while supplies last and Epilepsy South Eastern Ontario will be having a gift bag draw.



Where: Coffee Way Donuts
472 Division St. Kingston, ON

When: Tuesday, March 26th 2019,
10-11am



For More Information:
eleslie@epilepsyresource.org or (613) 542-6222

Join the fun!!

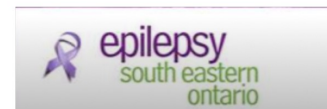
In Support of "Purple Day" on the evening of March 26th, City Hall will be lit up purple!



Light Up City Hall

Join us on this special day to show support and spread awareness for all those impacted by epilepsy and seizure disorders

Post a picture of you in front of city hall on our Facebook page to be entered in a raffle for a prize!



For more information:
(613) 542-6222 or admin@epilepsyresource.org

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 @EpilepsyResourc