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# ADMINISTRATIVE REPORT: ELEMENTARY SPECIAL EDUCATION SUPPORT MODEL

## REGULAR BOARD MEETING

February 28, 2024

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### Purpose

To provide Trustees with an update on changes to the current special education service delivery model in elementary schools to better meet the needs of complex learners within an inclusive learning environment.

### Background

Based on the special education review and an assessment of services provided by Educational Services, we will be making changes to the current service delivery model based on the following considerations:

- Equity of access to supports and services in a students' home school.
- Flexible and responsive support, programming, and access to spaces that adapt and respond to a students' unique learning profile.
- Fully inclusive learning environments supported by caring and knowledgeable staff.
- Increased access to supports/services through a reduction of independent, and identification specific, service delivery.

These changes reflect a planned and purposeful response to the information gathered in the special education review, especially the voice of students and families. This change in service delivery model does not reflect any cost savings and in fact, this model has an overall staff increase.

### Current Status

As a result of these changes, all elementary LDSB special education classrooms will be dissolved, and all staff will be reallocated into schools. This includes the District Autism classrooms (DACs), the District Learning Centres (DACs), and the Learning Disabilities Programs. In addition, all Itinerant and

school-based School to Community teachers will also be reallocated into schools. This adjustment will allow us to increase supports in elementary schools as follows:

- The addition of at least twenty-six (26) Intensive Support teachers
- The addition of three (3) Student Support teachers
- Increased support for Literacy intervention
- Seventeen (17) Educational Assistants

In addition to this reallocation of resources, we will also be adding a Board-Certified Behaviour Analyst (BCBA) and an additional Educational Services Coordinator, which is a teaching position.

Further changes include the dissolution of the Autism Team, the School to Community Team, and the Behaviour Action Team. Two new teams will be created to support the system. The first team, the Intensive Support Team will provide Tier 3 interventions to schools/students as needed. The second team will be a Safe Schools Team and support situations that require specific interventions related to the Violence Threat Risk Assessment process and/or suspension/expulsion procedures. This change will provide additional supports to elementary schools in the following areas:

- Three (3) additional Student Support Counselors
- One (1) Speech Language Pathologist
- 0.2 Clinical

Details of this plan were shared with the Special Education Advisory Committee (SEAC) on Wednesday, February 14, 2024. Communication with staff and community stakeholders is ongoing and more fulsome communication will be shared with all LDSB families shortly.

## Recommendations

That this report be received for information purposes.

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