



To: Board

DATE: 26 March 2019

RE: OCDSB Motion for OPSBA Annual General Meeting Consideration

Trustee Boothby has given notice that she will move the following motion at the Board meeting of 26 March 2019 for submission to the Ontario Public School Boards' Association (OPSBA) for consideration at the OPSBA 2019 Annual General Meeting.

Whereas, the Provincial government has announced a significant funding change for the provision of Autism services for children of school age;

Whereas, under the previous funding provisions, children with autism were receiving Intensive Behavioural Intervention (IBI) and Applied Behaviour Analysis (ABA) services through service providers chosen by the parent, with one of the goals being helping children with autism to be school ready and able to access education;

Whereas, it is believed the children with autism needing the highest level of supports, including IBI and ABA therapies, were not entering the school system full-time, until these therapies had a chance to allow these children to be school ready for learning;

Whereas, the majority of the children with autism needing the highest levels of IBI and ABA therapies are candidates for Autism Spectrum Disorder (ASD) fully self-contained classrooms with a student to staff ratio of 2:1, and a class maximum size of 6 students;

Whereas, in one Board in Eastern Ontario, the number of autistic children entering schools in the Board September 2019, without having received the intensive IBI and ABA therapies, their profile would have entitled them to under the former funding rules, was 25 students, or more than 4 ASD fully self-contained classrooms;

Whereas the targeted Provincial funding for specific autism programs such as the "Art of Play," "Art of Conversation," and "PEERS" were reported to have positive impacts on educational and well-being of children with autism;

Whereas, the targeted Provincial funding used for hiring BCBAs (Board Certified Behaviour Analysts) and RBTs (Registered Behavioural Technicians) has resulted in better understanding of the needed supports and delivery of such

supports for children with autism, as well as a significant uptake in the number of staff wishing to receive RBT training, thereby increasing overall staff capacity;

Whereas, the targeted Provincial funding for designated IBI and ABA school space, has resulted in better collaboration between school staff and community therapists, and all partners working in common ways on common goals;

Whereas, PPM 140, contains the following obligations:

- School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods;
- Principals are required to ensure that ABA methods are incorporated into the IEPs of students with ASD, where appropriate;
- The program selected must be based on relevant assessment information that identifies the student's skills and needs, instructional level, and learning style/modalities, and must incorporate relevant ABA methods, where appropriate; and

Whereas, the newly unfunded therapies will result in school boards needing to provide significant supports in order for children with autism to be able to meaningfully access education.

THEREFORE, BE IT RESOLVED:

THAT OPSBA recommend, in order for autistic children to meaningfully access education, the Ministry of Education as a priority, provide funding to be used exclusively for autism supports in schools, with the following elements:

- A. Funding for staffing, including an Applied Behaviour Analysis (ABA) Coordinator for each District and retrofitting of designated space in schools where individual and group Intensive Behavioural Intervention (IBI) and ABA therapies can be delivered by community therapists;
- B. Funding for a minimum of 1 Board Certified Behaviour Analyst (BCBA) for each board with fully self-contained Autism Spectrum Disorder (ASD) classrooms, and additional BCBAs for boards serving the highest number of children with autism, based on a formula of: boards with fewer than 1000 children with autism - 1 BCBA and boards with greater than 1000 children with autism - 2 or more BCBAs, maintaining a near similar ratio of 1:1000;
- C. Funding to allow staff, including teachers, early childhood educators, and educational assistants, to undertake training to become Registered Behavioural Technicians (RBTs), such that

each board serving children with autism, will achieve staffing of RBTs based on a formula of: boards with fewer than 1000 children with autism - 20 RBT, and boards with greater than 1000 children with autism 30 or more RBTs, maintaining a near similar ratio of 20:1000;

- D. Funding for a centrally assigned educator to support students with autism, with respect to educational programming, Individual Education Plans (IEPs), transition planning, etc.;
- E. Funding for professional support staff (i.e., Speech and Language Pathology, Psychology) to support programs and services in support of students with autism;
- F. Funding for additional educational assistants to support students with ASD who remain in regular classroom setting and for each new ASD fully self-contained classroom boards will have to open to support children with autism who will be entering the school system full-time without first having intensive IBI and ABA therapies; and
- G. Funding to continue targeted autism programs such as “Art of Play”, “Art of Conversation” and “PEERS”.

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.