



**THE WINNIPEG SCHOOL DIVISION**

Telephone: (204) 775-0231

FAX: 774-6211

**INCLUSIVE EDUCATION ADVISORY  
COMMITTEE MEETING**

**Wednesday, October 18, 2023**

**Prince Charles Education Resource Centre, 1075**

**Wellington Ave**

**7:00 PM**

(Chair: Trustee Brothers)

(Representatives: Trustees Heppner & Chambers)

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**AGENDA**

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**1. LAND ACKNOWLEDGEMENT**

The students, staff and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis and the ancestral lands of the Anishinaabe, Ininiwak and Dakota Oyate peoples.

**2. INTRODUCTIONS**

At the Inaugural meeting of the Board of Trustees held on September 11, 2023, Trustee Lois Brothers was appointed as the Board's representative and Trustees Kathy Heppner and Rebecca Chambers were appointed as the Board's alternate representatives to this Committee.

**3. APPROVAL OF THE AGENDA**

**4. NEW BUSINESS**

**4.1 Terms of Reference**

**3 - 5**

Recommendation:

That the Terms of Reference for the Inclusive Education Advisory Committee be approved.

**4.2 Presentation from Brent Epp, Manitoba Education and Early Childhood Learning, Inclusion Support Branch - Bridging to Adulthood/Transition**

**6**

Protocols

**5. FOR INFORMATION**

The following material is for information only and no action is required by the Committee. An opportunity will be provided at the meeting for questions related to this material.

- 5.1** CSS - Clinical Support Services **7 - 15**
- 5.2** Inclusive Education Advisory Summary of Discussions - May 31, 2023 **16 - 21**

**6. FUTURE AGENDA ITEMS**

- 6.1** Role of School Support Team
- 6.2** Development and purpose of Individual Education Plans
- 6.3** Role of Parents in Student Specific Planning
- 6.4** Requirements to qualify for transportation
- 6.5** Consistency of Educational Assistant support
- 6.6** Transitioning students
- 6.7** Support for students with non-visible/non-behavioural challenges
- 6.8** Professional development
- 6.9** Standards for Clinical Support Services
- 6.10** Service Navigation
- 6.11** Jordan's Principle
- 6.12** Unstructured Play
- 6.13** Land-based education
- 6.14** Inclusive Education

**THE WINNIPEG SCHOOL DIVISION**

**TO: The Chair and Members Inclusive Education Advisory Committee** **October 18, 2023**

**FROM: M. Henderson Chief Superintendent** **NEW BUSINESS**

**RE: TERMS OF REFERENCE**

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Attached is a copy of the Terms of Reference for the Inclusive Education Advisory Committee for approval.

Recommendation:

That the Terms of Reference for the Inclusive Education Advisory Committee be approved.

**Terms of Reference  
Inclusive Education Advisory Committee  
Winnipeg School Division**

*First Approved: May 2, 2022  
Most Recent Revision: May 1, 2023*

Introduction

The Winnipeg School Division has demonstrated a long-standing commitment to Inclusive Education. This commitment is articulated through policy and implemented through programming.

Mandate

The Inclusive Education Advisory Committee shall provide an opportunity for any parents/guardians of a student with inclusive needs to serve as a member of the Committee. The Committee shall provide feedback to the Winnipeg School Division Board of Trustees and receive information on matters relating to Inclusive Education programming.

The Committee shall be provided opportunities to learn more about programs available through WSD and network with other parents/guardians and community members with similar advocacy needs.

The Committee may make recommendations on appropriate educational programming in WSD that is responsive to student's individual needs and goals in the most enabling environment.

The Committee may discuss and receive information on the continuum of programming and supports within the division for students with exceptional needs.

The Committee may provide input into the annual WSD budget recommendations.

Reporting

The Committee will report directly to the Board of Trustees.

Membership

Membership of the Committee shall be comprised of:

- Member(s) of the Board of Trustees (3)
  - Member WSD Administration
  - Inclusion Education Resource Teacher
  - Parent Representatives with children who have inclusive needs
1. The Chair of the Board of Trustees (voting), the Chief Superintendent (non-voting) shall be ex-officio members of the Committee.
  2. Any parent may be a member of the Committee.

3. The Committee may invite guests to provide information on specific subjects. Guests shall not have voting privileges.
4. Terms of membership on the Inclusive Education Advisory Committee will be for one year.
5. The Inclusive Education Advisory Committee shall report directly to the Board of Trustees.

#### Meeting Procedures

The Inclusive Education Advisory Committee shall meet as necessary to fulfill its mandate, but in any event shall meet not less than four (4) times during the school year.

The Committee will be chaired by a member approved by the Board of Trustees.

A quorum shall consist of 2 members of the Board of Trustees, including parents/guardians in attendance.

Members of the Committee may participate in meetings by teleconference.

Members of the Committee will be provided with an agenda one (1) week before the meeting.

The Trustee Representative will provide recommendations to the Board of Trustees made by consensus (majority consent). Consensus will be present if all members of the Council agree with the recommendation, or, if not in full agreement, everyone has had their voice included in the process.

The Board and Community Liaison Officer will provide administrative support to the Committee, including meeting space, preparation of agenda and notes of proceedings.

The Committee may, through the member of the Board of Trustees, identify for consideration in the Division's annual budget development process, the resources which may be required in relation to Committee recommendations.

After each meeting, a report to the Board including any recommendations contained therein will be considered by the Board of Trustees.

**THE WINNIPEG SCHOOL DIVISION**

**TO: The Chair and Members Inclusive Education Advisory Committee** **October 18, 2023**

**FROM: M. Henderson Chief Superintendent** **NEW BUSINESS**

**RE: PRESENTATION FROM BRENT EPP, INCLUSION SUPPORT BRANCH – MANITOBA EDUCATION AND EARLY CHILDHOOD LEARNING**

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Brent Epp (M.Ed.) is a Consultant in the Inclusion Support Branch of Manitoba Education and Early Childhood Learning. Prior to working for the government, Brent was a student services teacher in Louis Riel School Division, as well as Winnipeg School Division.

Brent will be in attendance to present on “Bridging to Adulthood – Planning the Transition from School to Community Support”. As students begin high school, they also start to plan for life after graduation. While the transition to adult life creates big changes in the lives of young people with additional support needs and their families, transition planning can help with the worry these changes can bring.

School and school division staff, along with parents/guardians are in the best position to initiate and maintain the transition planning process for students who will require post school supports.

In this session the collaborative planning needed for the transition from school to community will be discussed with time for Q and A afterwards.

**THE WINNIPEG SCHOOL DIVISION**

**TO: The Chair and Members** **October 18, 2023**  
**Inclusive Education Advisory Committee**

**FROM: M. Henderson**  
**Chief Superintendent** **FOR INFORMATION**

**RE: CSS – CLINICAL SUPPORT SERVICES**

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Clinical Support Services (CSS) offers students, families and educators with specialized interventions and supports geared to success in literacy, numeracy, communication and mental health and well-being. Attached is a copy of the CSS brochure for your review. The brochure can also be downloaded at <https://www.winnipegssd.ca/page/8728/clinical-support-services>.

The WSD CSS Leadership Team consists of:

Beth Rogers – Service Director  
Jill Heater – Area Service Director – Elmwood Central Unit  
Anna Johnson – Area Service Director – Tyndall Park North Unit  
Jodianna Patterson – Area Service Director – Carpathia South Unit  
Colleen Cutts – Area Service Director – John M. King Inner City Unit

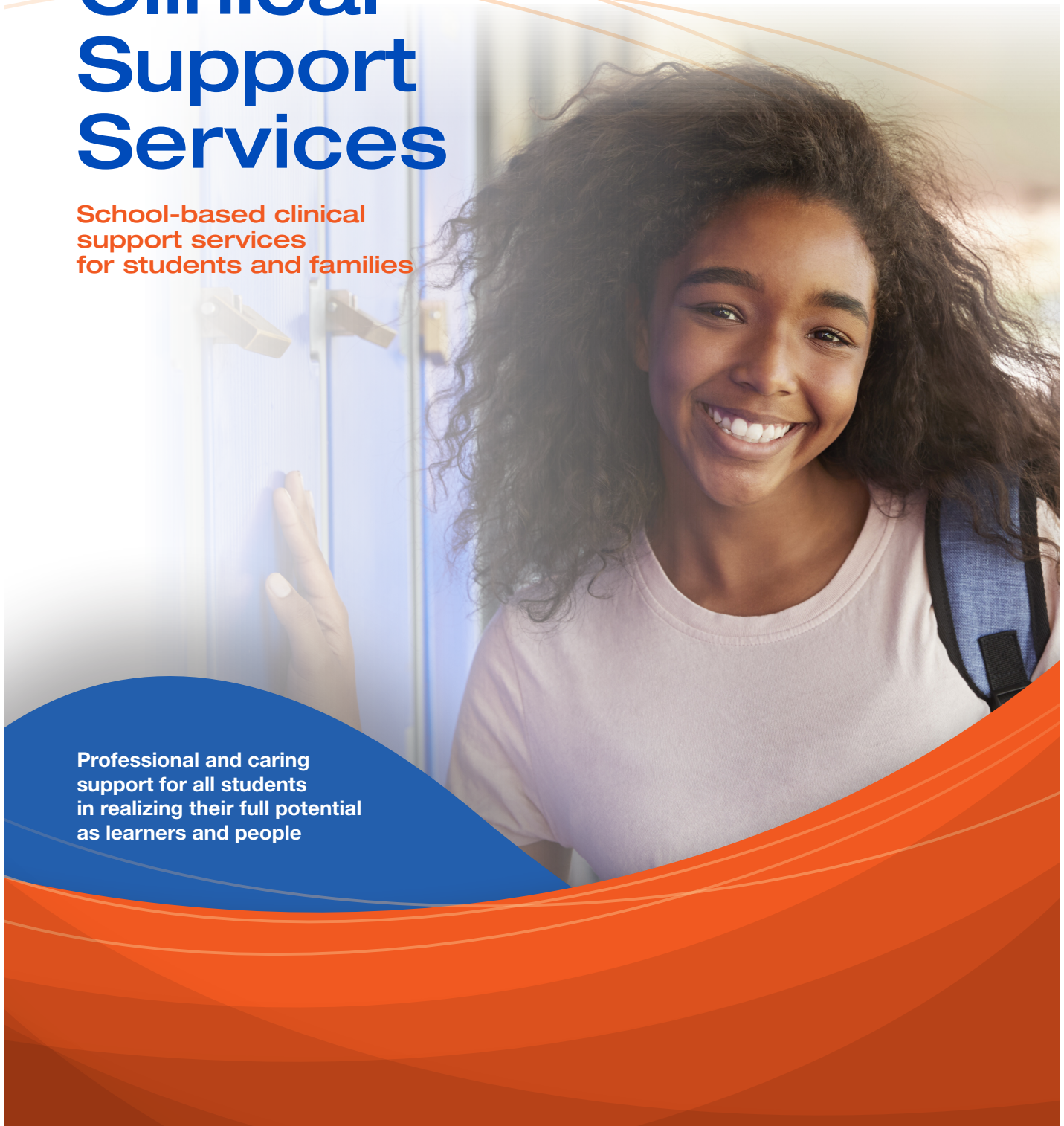


WINNIPEG SCHOOL DIVISION

# Clinical Support Services

School-based clinical support services for students and families

Professional and caring support for all students in realizing their full potential as learners and people







## Clinical Support Services: Values Statement

Clinical Support Services offers students, families, and educators specialized interventions and supports geared to success in literacy, numeracy, communication, and mental health and well-being.

Support is provided on an individual, small group, or classroom/whole school basis, depending on student need and school priorities.

Our work is done in collaboration with students and families, School Support Teams, Inclusion Support Services, community partners, and any other partner who shares our commitment to student success.

Our work is centered on improving outcomes for students and is guided by the core values of professionalism and clinical excellence, advocacy, collaboration, trusting relationships and responsible practice.

These values are brought to life in the work we do with students, families and educators in our shared commitment to:

- **Professionalism and clinical excellence** - by providing the best possible support and clinical services to students, families and schools through continuing education and best practices.
- **Advocacy** - by providing a voice for those whose needs may not be fully understood and addressed without our support.
- **Collaboration** - by working together with students, families, school staff and community resources, because we believe that a team which brings multiple backgrounds and professional disciplines together, and which genuinely has students' interests at heart, is the best way to meet students' needs.
- **Trusting relationships** - because trusting relationships are the foundation of the work we do; we know that when students, families and schools believe in our reliability, our integrity and our ability to deliver on what we commit to do, we can make good things happen for students.
- **Responsible practice** - by being accountable for our actions and the consequences of those actions. We believe that reflective practice and respect for cultural diversity are integral to the work we do. We believe in learning from the outcomes students experience as the result of our work and in always looking for ways to improve our service using evidence-based data.





## Clinical Support

### School Social Work

School social workers offer consultative support to school teams, assessment and intervention with students and families, and liaison with community agencies. The goal of school social workers is to enhance the overall functioning and academic performance of students. School social workers work as a part of school teams in helping students to attain their academic and social potential.

### School Psychology

School psychologists work to enhance competencies for all students and build and maintain capacities of systems to meet the needs of students. This service may take form of a consultation, diagnostic assessment or intervention to support student learning and mental health needs.

### Speech-Language Pathology

Speech-language pathologists provide a range of services for students that includes speech-language screening, assessment, intervention with students and consultative support to School teams (including classroom teachers and educational assistants). The goal of speech-language pathologists is to enhance the overall communication and academic functioning of students.

### Educational Audiology

Educational audiologists provide a range of services for students that includes hearing screening, hearing assessment, consultation with parents and teachers, referrals to medical professionals, and professional development for divisional staff and volunteers. If a student requires hearing aids, the audiologist will prescribe, fit, and monitor their effectiveness for the student. The audiologist will also make arrangements for other listening aids in the classroom as needed.

### Clinical Reading

Reading clinicians work to support students with varied learning needs to ensure academic success. Services provided can include diagnostic assessment, one-to-one or small group intervention, and program planning. Additionally, reading clinicians work with teachers to bring research-informed best practices for literacy instruction into the classroom.

## Service Delivery

Clinical Support Services supports students, teachers, educational assistants and families in Winnipeg School Division.

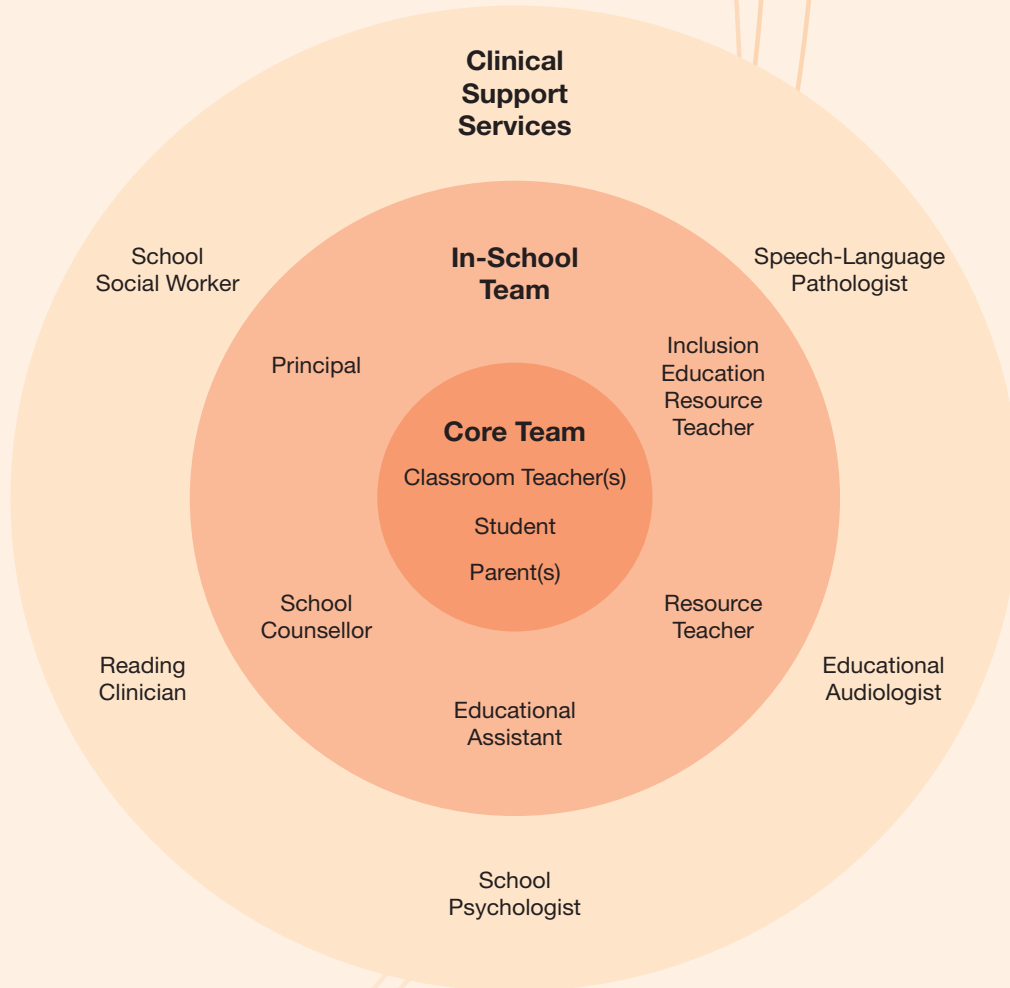
Clinicians are committed to every student. Our support is intended to enhance student learning, social/emotional health and well-being, and communication.

Addressing a student's needs begins with the School Support Team. Communication and a strong relationship with the student, family and classroom teacher are foundational to learning. When additional support is required, the team reaches out to clinical services.

Depending on student need, clinical involvement may take a variety of forms:

- Talking to parents about their child's needs.
- Consulting with the classroom teacher and offering suggestions.
- Working with students in small groups on (activities targeted to specific needs).
- Conducting a specialized clinical assessment.
- Providing specialized intervention based on the results of the assessment.
- Responding to critical incidents or threats.

## Student Support Team





## A range of services, according to student need

Clinical services are delivered in line with needs identified collaboratively with the School Support Team. This involves:

- **Large group/Universal** – intervention or instruction for an entire school, grade, or classroom. It also includes professional learning opportunities for school staff. This allows clinicians to reach a large number of students (or staff) at the same time.
- **Small group/Targeted** – intervention or instruction targeted to small groups of students based on similar needs (some examples may include: literacy, speech, or social-emotional development). This allows clinicians to provide supports to students with similar needs effectively and efficiently.
- **Individual** – assessment and intervention or instruction for individual students with highly-specific needs (some examples may include: communication disorders, hearing loss, reading/ writing issues, or mental health issues).

## For parents/guardians

If you are concerned about your child's academic progress, social/emotional functioning or communication skills, please tell their teacher.

Teachers are supported in schools by School Support Teams that typically include the principal (and vice-principal), resource teacher, inclusion education resource teacher, counsellors, and clinicians. The team works to address your concerns at the earliest opportunity.

You will be contacted and asked for your consent before a clinician begins to work with your child. Parents/guardians are included in planning for their child in all steps of the process. This occurs through reporting, parent/teacher meetings and direct contact with clinical staff.

**For more information please contact:**

**Clinical Support Services**

1075 Wellington Avenue  
Winnipeg, MB R3E 0J7  
Telephone: 204-786-7841  
Fax: 204-783-6068

**Elmwood Area Office (Central)**

2nd Floor, 505 Chalmers Avenue  
Winnipeg, MB R2L 0G4  
Phone: 204-786-7845  
Fax: 204-663-1057

**John M. King Area Office (Inner City)**

2nd Floor, 525 Agnes Street  
Winnipeg, MB R3G 1N7  
Phone: 204-786-7844  
Fax: 204-788-4276

**Tyndall Park Area Office (North)**

2221 King Edward Street  
Winnipeg, MB R2R 1M5  
Phone: 204-786-7842  
Fax: 204-697-3533

**Carpathia Area Office (South)**

300 Carpatia Road  
Winnipeg, MB R3N 1T3  
Phone: 204-786-7843  
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WINNIPEG SCHOOL DIVISION

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**THE WINNIPEG SCHOOL DIVISION**  
**INCLUSIVE EDUCATION ADVISORY COMMITTEE**  
**SUMMARY OF DISCUSSIONS – Wednesday, May 31, 2023**

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**1. LAND ACKNOWLEDGEMENT**

Committee members stated that the students, staff, and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis and the ancestral lands of the Anishinaabe, Ininiwak and Dakota Oyate peoples.

**2. APPROVAL OF AGENDA**

As there were eight (8) voting representatives in attendance and twelve (12) were required to form a quorum, the parent representatives agreed to proceed with an informal meeting.

The parent representative from John M. King School volunteered to Chair the meeting.

**3. REVIEW OF SURVEY RESULTS**

At a meeting held April 12, 2023, Committee members received a survey to identify and prioritize topics for discussion at upcoming meetings. The survey results have been compiled and prioritized based on 20 participants as follows:

- Provincial funding for supports/staffing received a 95% interest rating;
- Policy IGBA - Special Education Supports/Programs received an 80% interest rating;
- Programs available through WSD and the community received an 80% interest rating;
- Services available through WSD and the community received an 80% interest rating;
- Provincial Resources received an 80% interest rating;
- Role of School Support Team received a 75% rating;
- Development and purpose of Individual Education Plans (IEP's) received a 70% interest rating;
- Role of Parents in Student Specific Planning (IEP, BIP, etc.) received a 70% interest rating;
- Presentations from outside organizations on community supports received a 50% interest rating; and
- Requirements to qualify for transportation received a 30% interest rating;

The Committee members agreed to include the topics highlighted by parents for future discussions, which includes consistency of Educational Assistant support, transitioning students, support for students with non-visible/non-behavioural challenges, professional development, standards for clinical support services, service navigation, Jordan's Principle, unstructured play, land-based education and Inclusive Education.

Committee members suggested distributing the survey to all schools to increase parental engagement. Committee members agreed to advertise the next meeting and encouraged parents to provide feedback or recommend potential speakers for future meetings.

**4. POLICY IGBA – SPECIAL EDUCATION SUPPORTS/PROGRAMS**

Committee members received a copy of Policy IGBA – Special Education Supports/Programs for review. The administration provided an overview of the policy.



INCLUSIVE EDUCATION ADVISORY COMMITTEE  
SUMMARY OF DISCUSSIONS – Wednesday, May 31 2023  
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Committee members were informed that the policy for service delivery to students with exceptional learning needs in the WSD is centered around meeting the specific needs of students in the most inclusive environment possible. Committee members were also informed that WSD aims to provide a continuum of supports to ensure students can fully participate in their school communities. This can be achieved through various means, such as individualized, adapted, or modified programs and curriculum offered in regular classrooms or special placements. Differentiated instruction is also available in both regular classrooms and special placements. In addition, Committee members were informed that WSD offers low enrolment placement options. The supports and low enrolment programs provided may include trained education specialists, individualized materials, equipment and physical facilities, as well as specialized services like clinical or therapy support. As mandated by Section 259 of the Public Schools Act, Committee members were informed that WSD will strive to offer a range of services to students aged 4-21 years with exceptional learning needs, who, based on a comprehensive educational/clinical assessment, require extensive curriculum modifications.

**5. PROVINCIAL FUNDING FOR RESOURCES/SUPPORTS/STAFFING**

Committee members were informed that the 2022/2023 Student Services Budgeted Revenues was a total of \$21,219,498 and the 2022/2023 Student Services Expenditures totaled \$75,433,429.

Committee members acknowledged that the funding received for supporting children with inclusive needs has remained the same for several years and does not meet the needs of schools. It was highlighted that WSD has been able to allocate additional funds through the property taxation process, surpassing the funds provided by the province, which is a significant achievement. Committee members were informed that both past and present members of the Board have consistently advocated for increased funding to address the evolving needs of students, as some of these needs require additional support. Despite not having the desired budget, WSD has managed to allocate close to an additional \$50,000,000 towards inclusive programming. Committee members recommended providing a comprehensive breakdown of the funding for review at the next meeting to ensure a better understanding of the revenue and expenditures distribution.

**6. PROGRAMS/SERVICES AVAILABLE THROUGH WSD AND THE COMMUNITY**

Committee members were presented a concise presentation on the range of Inclusive Education supports and services available in WSD. Committee members were informed that the WSD prioritizes Inclusive Education for all students and maintains a philosophy of inclusion. Committee members were also informed that all schools within WSD strive to provide safe and caring environments for learning.

Committee members were informed that WSD Inclusive, Safe and Caring School Framework plays a crucial role in achieving these goals which ensures equal access to education for all students and facilitates continuous improvement and high achievement in inclusive settings. Committee members were also informed about the importance of implementing proactive and responsive strength-based practices to promote students' learning, mental health, social/emotional well-being, and safety. Committee members discussed the need to build the capacity of school staff by providing professional development and additional learning opportunities in the areas of safe schools and inclusion, as well as engaging parents, education partners, and communities in decisions related to education.

INCLUSIVE EDUCATION ADVISORY COMMITTEE  
SUMMARY OF DISCUSSIONS – Wednesday, May 31 2023

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The Committee members were informed that the Division-wide Student Services Support Team includes various positions such as the Director of Student Services and the Service Director. The team also consists of Inclusion Support Consultants who lead the work on inclusion, Inclusion Support Teachers who provide specialized support in areas such as neurodiversity, deaf and hard of hearing and Indigenous students, as well as the Early Inclusion Support Team (EIST) that focuses on supporting specific schools with neurodiversity and capacity building, and the Community Transition Program (CTP) that provides support for high school students in transitioning to the workforce.

Committee members were informed that Inclusion Support Services takes the lead in providing comprehensive training in areas such as Inclusive Education Resource Teacher Learning Series, Universal Design for Learning & Differentiated Instruction, Student Specific Planning, Healthy Boundaries in Schools, Inclusion Across the Rainbow, Mental Health Strategy - Healthy Minds, RELATE/NCI training, Restorative Practices, Positive Behavioural Interventions and Support (PBIS), Suicide Prevention and Trauma-Informed Schools.

Committee members were informed that Inclusion Support Services continues to lead professional development and training for school-based staff in various areas. Committee members discussed the importance of the School Support Team, which consists of professionals, community members, and parents/guardians who collaborate with the school, students, and families. The School Support Team is made up of the Core Team and School Team. The Core Team includes students, classroom teachers and guardians. The School Team includes the school counsellors, EAs, resource teachers and principals/vice-principals.

Committee members were provided information about the diverse range of Student-Specific Plans (SSP) utilized by school divisions for the purpose of individualized planning. Committee members were also informed that there is an expectation for schools and staff to actively participate in the SSP process. The various plans mentioned include Individual Transition Plan (ITP), Individual Health Care Plan (IHCP), Individual Education Plan (IEP), Curriculum Modification Plan (CMP), Adapted Education Plan (AEP), Adapted Learning Plan (ALP), Behaviour Intervention Plan (BIP), and Personalized Transportation Plan (PTP).

Committee members were informed that Inclusion Support Services is responsible for coordinating multiple low enrolment programs as part of the divisional continuum of services and individual student programming opportunities. Committee members were informed various examples of these programs including the following:

- Supported Education Classrooms (SEC) provide appropriate educational programming for students diagnosed with an Intellectual Developmental Disorder (IDD), exposing them to grade appropriate curriculum and allowing them to attend classes with peers. Each student will have a curriculum modification plan (CMP), and an Individualized Education Plan (IEP) to address individual needs.
- Skills for Independent Living (SIL) offers educational programming tailored to the individual needs of students with an IDD, focusing on the development of functional life skills. All students on individualized programming (IP) will have an IEP and CMP if eligible.
- The Early Childhood Language Centre (ECLC) and Primary Language Centre (PLC) are one-year classroom-based speech and language programs for students with severe communication delays. The ECLC serves Kindergarten students, while the PLC is available for Grades 1-3. Students in PLC program immerse themselves in a language rich environment, focusing on speech development and have an IEP with specific learning goals.

INCLUSIVE EDUCATION ADVISORY COMMITTEE  
SUMMARY OF DISCUSSIONS – Wednesday, May 31 2023

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- Adaptive Skills Program (ASP) provides educational programming tailored to the individual needs of students with IDD, addressing medical and/or physical/mobility needs in addition to curricular outcomes. All students on IP will have an IEP and CMP if eligible.
  - Programs for Students with Autism (ASD) offer intensive and specialized supports in an environment designed for students significantly affected by ASD. All students on IP will have an IEP and CMP if eligible.
  - Learning Assistance Centres (LAC) focus on developing pro-social behaviors, self-regulation, mental health and wellness, and social-emotional learning, alongside curricular outcomes. The curriculum is adapted to meet the learning needs of each student, and integration and/or return to the home school community is prioritized.
  - Therapeutic Academic Programs (TAP) provide a trauma informed classroom environment where students access clinical interventions and academic programming. All students will have at least one Student Specific Plan.
  - Fetal Alcohol Spectrum Disorder Programs (FASD) support students diagnosed with FASD, addressing their communication, emotional and self-regulation, sensory, adaptive, and problem-solving needs. All students will have an IEP to address domains outside of the curriculum; students who meet eligibility and suitability for modification will have an IEP and a CMP.
  - Anxiety Management Programs (AMP) support students with significant needs in communication, emotional and self-regulation, sensory, adaptive, and problem-solving skills specific to anxiety. Academic programming is integrated into the daily schedule, and all students will have at least one Student Specific Plan.
  - The COACH Program is an intensive community-based treatment and academic program providing wraparound intervention and support for students with severe emotional, behavioral and academic issues due to abuse and longstanding concerns. The COACH 1 site is for children ages 5 to 11 and the COACH Expansion site is for children ages 12 to 15. It is a partnership program with Mental Health and Community Wellness, Manitoba Education and Early Childhood Learning and The LINK.
  - Marymount is an institutional setting for students aged 11 to 18 with unsuccessful placements in educational programs and challenging circumstances. These students require support in developing positive interpersonal skills and the WSD currently contracts for 10 student placements at Marymount.
  - The WSD maintained partnerships with various community agencies and organizations, including SSCY, Manitoba Possible, Community Living Disability Services, MATC, AFM, and others to support the diverse needs of students and families.

Committee members requested clarification regarding the different types of plans, such as IP, CMP, and adapted plans and how the criteria is determined for each program. Committee members were informed that the criteria varies based on the specific plan. Committee members were informed that a CMP requires an IDD diagnosis for modifying the curriculum, while a BIP focuses on behavioral, social, and emotional needs. Committee members were also informed that multiple plans can be in place for a student and discussed the importance of documenting a student's needs in a SSP.

Committee members discussed how EA's are assigned to support students. Committee members were informed that a formula is used based on the number of students and their needs.

INCLUSIVE EDUCATION ADVISORY COMMITTEE  
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Committee members were informed that Manitoba Education and Early Childhood Learning replaced the student specific application process for Level 2 and 3 funding and moved towards provincial block funding for school divisions to support the diverse needs of students and provide appropriate educational programming. Committee members discussed the budget, noting that block funding amounted to approximately \$14,356,168, while WSD contributes \$18,300,000 towards the EA staffing time. Committee members were informed that in the 2022-2023 period, WSD received an extra \$1,100,000 additional Level 2 and Level 3 Special Needs funding, which was utilized for additional EA hours (\$525,000), as well as Clinical Services, Occupational Therapy and other supports.

Committee members were informed the 2022/2023 Student Services Budget included revenues totaling \$21,219,498, however, expenditures amounted to \$75,433,429. The revenues covered various aspects such as Coordinators and Clinicians, Level 2 and Level 3, Transportation, URIS and Interdivisional Student Services. The expenditures encompassed Administration, Clinical and Related Services (Clinical Support Services), Inclusion Support Services in low enrollment classes, Inclusion Support Services in regular classes, Interdivisional Student Services, Safe Schools, School Therapy, Special Healthcare Services, Contracted Services and Transportation.

Committee members also discussed the EA allocation process which involves factors such as the First School Experience (FSE)/Early Childhood Protocols, School Support Team Meetings held every 6-8 weeks and the Inclusive Additional Support (IAS) Summary. Committee members were informed that schools submit their IAS Summaries in March. These summaries include an Inclusion Support referral form, student-specific plan(s), assessment reports and other relevant documents. In April/May, the Service Director meets with the Consultants/Inclusion Support Teacher to review the summaries and provide recommendations for EA allocation in each school. The criteria for EA allocation is based on the categorical funding criteria established by Manitoba Education and Early Childhood Learning. In June, schools receives an EA Allocation summary that details the allocated EA supports. Human Resources (HR) initiates the staffing process according to the WANTE collective agreement. Committee members were also informed that throughout the school year, students could be added to the summary as deemed appropriate and referrals for additional support could be made to the Service Director. The allocation of additional supports is reviewed and determined on a case-by-case basis.

In response to newcomer or family support for transitioning mid-year, Committee members were informed that during the allocation process in June, funds are available to accommodate students and in September, schools can consider adding additional time by reaching out to the school support team. Committee members were also informed that WSD continually advocates for more resources. Committee members further discussed the importance of advocacy and utilizing their voice to address these concerns.

Committee members discussed the availability of provincial documents and exploring further resources. Committee members were informed that the documents can be found on the provincial website and the administration will include them on the Divisional website. Committee members also recommended attaching the links to the meeting minutes and requested an overview/summary of the documents.

A member from Inclusion Winnipeg informed Committee members that Brent Epp (M.Ed.), a consultant, is hosting a virtual Bridging to Adulthood event on June 12<sup>th</sup> and offered the opportunity for Committee members to attend.

INCLUSIVE EDUCATION ADVISORY COMMITTEE  
SUMMARY OF DISCUSSIONS – Wednesday, May 31 2023  
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In Attendance:

**Voting Representatives**

Clifton School  
École Lansdowne School  
École Laura Secord School  
École Waterford Springs School  
Grant Park High School  
John M. King School  
Lord Nelson School  
Robertson School

**Administration**

Jon Olafson, Acting Director of Student Services  
Celia Caetano-Gomes, Superintendent of Education Services  
Ainslie Loria, Inclusion Support Services  
Michelle Lejano, Recording Secretary

**Regrets**

Brock Corydon School  
Champlain School  
École Luxton School  
École Riverview School  
École Sacré-Coeur School  
École Sisler High School  
Greenway School  
Inkster School  
Lord Roberts School  
Rockwood School  
Shaughnessy Park School  
Wolseley School

**Trustees**

Lois Brothers  
Kathy Heppner  
Dante Aviso

**Community Member(s)**

Megan Scott, Inclusion Winnipeg