

# **SPECIAL EDUCATION ADVISORY COMMITTEE**

*Wednesday, December 5, 2018*

**6:30 pm Board Room, C.E.C.**

## **WCDSB Mission Statement**

*As disciples of Christ,  
we educate and nurture hope  
in all learners  
to realize their full potential  
to transform God's world.*

**CHAIR: Irene Holdbrook**

## **MEMBERS**

WCDSB Trustee – **Jeanne Gravelle**

WCDSB Trustee – **Bill Conway**

Waterloo Regional Down Syndrome Society – **Kim Murphy**

Waterloo Regional Police - **John Gilbert**

Autism Ontario – Waterloo Chapter – **Frank Thoms, Vice Chair**

CNIB – **Irene Holdbrook, Chair**

Family and Children's Services of Waterloo Region – **Stuart Cross**

Waterloo Region Family Network – **Sue Simpson**



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## SEAC Committee Meeting Agenda

<b>Date&amp; Time:</b>	Wednesday, December 5, 2018, 6:30 p.m.
<b>Location:</b>	Boardroom, Catholic Education Centre
<b>Next Meeting:</b>	Wednesday, January 9, 2019
<b>Committee Members:</b> Kim Murphy, John Gilbert, Frank Thoms, Bill Conway, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson	
<b>Administrative Officials:</b> Laura Shoemaker, Erin Lemak	

1. Opening Prayer  Welcome	L. Shoemaker
2. Approval of Agenda  Motion by: Seconded:	
3. Declared Pecuniary Interest	
4. Approval of the Minutes	
5. School System Operational Business  5.1. Autism Report	E. Lemak/ L. Shoemaker
6. Ministry Updates (10 min)	
7. SEAC Committee Functions 7.1 Pro Grant	SEAC members
8. Policy Advice to the Board	
9. Association Updates (20 minutes)	
10. Pending Items	



11. Adjournment	
12. Action Items Place Holder	

## SEAC Committee Meeting Minutes

<b>Date&amp; Time:</b>	Wednesday, November 7, 2018, 6:30 p.m.
<b>Location:</b>	Boardroom, Catholic Education Centre
<b>Next Meeting:</b>	Wednesday, December 5, 2018
<b>Committee Members:</b> Kim Murphy, John Gilbert, Frank Thoms, Bill Conway, Jeanne Gravelle, Irene Holdbrook, Stuart Cross	
<b>Administrative Officials:</b> Laura Shoemaker, Erin Lemak	
<b>Regrets:</b> Sue Simpson	

<b>1. Opening Prayer</b>  <b>Welcome</b> Life, Animated Official Trailer 1 (2016)	L. Shoemaker
<b>2. Approval of Agenda</b>  Motion by: Stuart Cross Seconded: Jeanne Gravelle	
<b>3. Declared Pecuniary Interest</b> Nil	
<b>4. Approval of the Minutes</b>  <ul style="list-style-type: none"> <li>October 3, 2018 Minutes</li> </ul> Motion by: Kim Murphy Seconded: Bill Conway	
<b>5. School System Operational Business</b>  <b>5.1. Board Report PPM 161</b>  Laura addressed the importance to develop and maintain a policy or policies to support students/staff in schools who have medical conditions to ensure consistent expectations with respect to management, care and emergency procedures.  Erin presented Plans of Care for all students that completed Critical Medical form at the beginning of the school year.  Plans of Care will be developed for all medical conditions including anaphylaxis, asthma, type1/type 2 diabetes, epilepsy-seizure disorder, concussion, heart conditions, etc.	L. Shoemaker

Plans of Care will be available electronically to school personnel and procedural plans of action will be posted in student classroom(s) where it has been identified that medical interventions may be required.

## 5.2. Community living presentation

T. Fuschino

- Transition planning is about preparing to leave school and doing things in the community that all adults do. It's about participation in community life as a valued member of society.
- Familiarize parents, special education teachers and the students with the transition planning process by providing detailed information about the range of services and program's within the community to support the student's transition and how to access those services.
- Community Transition Support Officer, Family/Agency information evenings, yearly transition meetings with families', assist families when connecting with local agencies, assist with DSO referrals, ODSP referrals.
- Student attendance at programs, agency feedback, student evaluations of the program and parent feedback

Laura played CTV News "This Week's Local Hero"

## 6. Ministry Updates (10 min)

6.1 SEAC budget – on hold until funding announcement from Ministry is made

## 7. SEAC Committee Functions

7.1 N/A (until funding gets approved)

## 8. Policy Advice to the Board

N/A

## 9. Association Updates (20 minutes)

9.1

- Waterloo Regional Down Syndrome Society organized 17<sup>th</sup> Annual Buddy Walk that was very successful, record amount of funds was raised.
- Autism Ontario updates on the adult (19+) group meeting on the 2<sup>nd</sup> Thursday of every month and Parent Support Group meetings. (links below)

Autism Ontario Adult group <https://www.eventbrite.ca/e/autism-ontario-parent-support-group-kitchener-autisme-ontario-groupe-de-soutien-aux-parents-tsa-a-registration-48496462224>

Autism Ontario Adult and Parent of Adults Group  
<https://www.facebook.com/events/1703191426405188/>

### Trustee Update:

- Renewed Math Strategy Update
- Information Technology Services (ITS) Summer Projects
- Learning Commons Transformation Project
- Student Success – Intermediate Update

For more details, please see link below:



WCDSB Board  
Bulletin -- October 2

**10. Pending Items**

**11. Adjournment**

Motion to end meeting:

Motion by: Kim Murphy  
Seconded: Jeanne Gravelle

**12. Action Items Place Holder**





This is a great opportunity to meet other parents and caregivers with children with ASD in an informal, relaxed atmosphere with good snacks and even better company!

The group *\*usually\** meets the first Monday of every month. But some exceptions apply.

**Here is the current list of dates:**

Monday, Dec 3 - 6:30pm-8:30pm

Monday, Jan 7 - 6:30pm-8:30pm\*

Monday, Feb 4 - 6:30pm-8:30pm\*

Monday, Mar 4 - 6:30pm-8:30pm\*

*(\*Monarch House will be changing location - we will advise and update the support group location once we have more info)*

Please select all the dates you plan on attending from the list below. You can come back and register for more dates as needed. If you can no longer attend, please email [jennifer@autismontario.com](mailto:jennifer@autismontario.com)

**NOTES:**

*Pre-registration is required.*

*This event is intended for parents and caregivers ONLY.  
Childcare will not be provided.*

*Due to allergies and sensitivities, please refrain from wearing perfume, cologne, aftershave, or scented products such as hairspray or lotion.*



DEC  
13

## Support group for Parents/Caregivers of Adults with ASD (19+)

Public · Hosted by Autism Ontario Waterloo Region

★ Interested

Going...

Share ▾

...

🕒 Dec 13 at 6:00 PM - 8:00 PM

DEC  
13 Thu 6:00 PM

📍 91 Moore Ave, Kitchener, ON N2H 3S4, Canada

[Show Map](#)

About

Discussion

### Details

Are you the parent or adult sibling of an individual with ASD who is 19 years of age or older? Are you looking for a supportive environment where you can share successes and challenges, ask questions or just connect with other parents / caregivers?

Date: 2nd Thursday of every month

Time: 6:00pm to 8:00pm

Location: Extend-A-Family, 91 Moore Avenue, Kitchener

Cost: Free

- Light refreshments will be available.
- This is an adult only group, supervision of children/youth at this event will not be provided.
- Due to allergies and sensitivities, please refrain from wearing perfume, cologne, aftershave or scented products such as hairspray or lotion.

Parking and entrance at back of building





**Date:** December 5, 2018  
**To:** SEAC  
**From:** Director of Education; Superintendent of Learning: Special Education  
**Subject:** Autism Report

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**Type of Report:** ☐ Decision-Making  
☐ Monitoring  
☒ Incidental Information concerning day-to-day operations

**Type of Information:** ☐ Information for Board of Trustees Decision-Making  
☐ Monitoring Information of Board Policy **XX XXX**  
☒ Information only of day-to-day operational matters delegated to the CEO

**Origin:**

To communicate Waterloo Catholic District School Board's protocol for accessing support services for students with a diagnosis of ASD.

**Multi-Year Strategic Plan:**

Strategic Direction:

Everyone is included, respected and welcomed.

Goals:

- 1) Intervene in timely and effective ways to assist in accurate identification, programming and support for students with special education needs.
- 2) Improved use of wrap-around support and enhanced partnerships for students with identified needs in all our learning communities.

**Special Education Plan:**

Section 9. pg.107

**Background/Comments:**

Within the Waterloo Catholic District School Board, there are many support services available for students with a diagnosis of Autism Spectrum Disorder. Through a collaborative approach within a school team, the Classroom Teacher works alongside the Special Education Teacher to develop and provide appropriate programming for students diagnosed with ASD. Other school-level support staff involved may include an Educational Assistant and/or Child and Youth Care Worker. Additional supports are also available for students:

- arriving from another school or school board
- transitioning from Preschool
- newly diagnosed
- an updated assessment result that call for a review of strategies
- Individual Education Plan(IEP) revisions
- development of an IEP for students who may be experiencing challenges with transitions and the classroom environment.

When necessary, the school team will contact the Special Education Liaison (SEL) to discuss the need for other Student Services support. With parent permission, a student profile will be reviewed at a case conference or at a collaborative team meeting which includes some or all of the following members: Special Education Liaison, Speech & Language Pathologist, Psychoeducational Consultant, Social Worker, BCBA/ABA Facilitator and Child & Youth Worker. Through this multi-disciplinary team, further supports may be required from members of Student Services, for example, our Speech and Language Pathologists may complete an assessment and make a recommendation for an iPad with specialized software to augment a student's limited verbal output. The Collaborative Team may also determine that involvement from a BCBA/ABA Facilitator is necessary. This may include providing support for the school team in the use of ABA strategies, identifying skill deficits and acquisition and the recommendation of ABA strategies to help students maintain and generalize new skills.

Board Certified Behaviour Analysts (BCBA) and Applied Behaviour Analysis (ABA) Facilitators are a group of dedicated professionals who focus on the application of Applied Behaviour Analysis (ABA) and Universal Supports in the classroom for all students, especially those with a diagnosis of Autism Spectrum Disorder (ASD). Applied Behaviour Analysis uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. Universal Supports are strategies designed for students with Autism Spectrum Disorder. These strategies aid educators in promoting independence, preventing problem behaviours, increasing learning opportunities and assisting students in accessing the curriculum.

Our BCBA/ABA Facilitators serve as members of our Family of Schools Collaborative Teams. Including BCBA/ABA Facilitators as part of interdisciplinary Collaborative Teams promotes a holistic, creative and effective approach to supporting all our students, not just those diagnosed with Autism Spectrum Disorder.

With the guidance of Universal Supports and the implementation of a variety of evidence-based ABA strategies, BCBA/ABA Facilitators focus on building capacity with school staff to assist with student skill acquisition that will allow the student to increase independence across all school environments, as well as participate with their peers in a socially significant and inclusive manner. Through data collection, review and analysis, BCBA/ABA Facilitators strive to determine the "why" (e.g., the function) behind behaviour(s). BCBA/ABA Facilitators will make recommendations based on function to assist with decreasing the unwanted behaviour(s) while teaching socially significant replacement skills and increasing, maintaining and generalizing existing skills and/or teach new skills. This could include the use of visual supports, reinforcements, prompts and prompt fading, data collection, environmental manipulations, transition supports and coaching/modelling of recommended strategies. Our BCBA/ABA Facilitators can also provide a variety of ABA based training and educational opportunities for school staff and assist in goal setting and measurement goals relevant to the student's Individual Education Plan. They also develop and deliver training, workshops and resources to school staff.

#### How to Access BCBA/ABA Facilitator Services:

The school team will contact the Special Education Liaison to discuss the need for Student Services support. With parent permission, a student profile will be reviewed at a case conference or at a collaborative team meeting that includes some or all of the following members: Special Education Liaison, Speech & Language Pathologist, Psychoeducational Consultant, Social Worker, BCBA/ABA Facilitator and Child & Youth Worker. Through this Collaborative Team or Case Conference and if deemed appropriate, the Special Education Liaison will direct the school to make an online referral using eLite. Once the BCBA /ABA Facilitator has received the referral, a decision will be made about the level of support required. Levels of support are *individual* and *student specific*. Such services may include: a review of ABA strategies (e.g., the use of prompts/prompt fading and reinforcement to support independence building), implementing effective strategies for students with ASD to ensure student success in an educational setting, building capacity by offering professional development and training to WCDSB staff for students with ASD and Universal Supports, collaborating with a multi-disciplinary team about students with ASD, assisting in the transition of students with ASD and other behavioural challenges. Recommendations and/or strategies will be provided, which can be woven into the student's current Individual Education Plan.

One of the key principles of ABA programming is the collection and analysis of data. Reliable data must be collected and analysed on an ongoing basis to measure student progress in the acquisition of new behaviour and skills and identify skills or behaviours that need to be taught

#### **Recommendation:**

Presented for your information.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education  
Laura Shoemaker  
Superintendent of Learning: Special Education

\*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees on a matter delegated by policy to the Board* – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."