

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, April 3, 2019

6:00 pm Board Room, St. Mary's H.S.

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 – **Tracey Weiler**

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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Waterloo Catholic
District School Board

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SEAC Committee Meeting Agenda

Date& Time:	Wednesday, April 3, 2019, 6:00 p.m.
Location:	Boardroom, St. Mary's H.S.
Next Meeting:	Wednesday, May 1, 2019
Committee Members: Kim Murphy, John Gilbert, Frank Thoms, Tracey Weiler, Kevin Dupuis, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson	
Administrative Officials: 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 March Minutes Motion by: Seconded	
5.School System Operational Business 5.1. Assistive Technology and Special Education Liaisons	Chris Runstedler Carol Sullivan Antonieta Leonardo
6. Ministry Updates (10 min) 6.1. Durham CDSB's SEAC Letter to Minister of Education - March, 2019	Laura Shoemaker
7. SEAC Committee Functions 7.1 Pro Grant	SEAC members



8. Policy Advice to the Board	
9. Updates (20 minutes) 9.1. Association Updates 9.2. Trustee Updates	
10. Pending Items	
11. Adjournment	
12. Action Items Place Holder	

SEAC Committee Meeting Minutes

Date& Time:	Wednesday, March 6, 2019, 6:00 p.m.
Location:	Boardroom, St. Mary's H.S.
Next Meeting:	Wednesday, April 3, 2019
<p>Committee Members: Kim Murphy, John Gilbert, Frank Thoms, Tracey Weiler, Bill Conway, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson</p> <p>Administrative Officials: Laura Shoemaker, Erin Lemak</p> <p>Regrets: Sue Simpson</p>	

<p>1. Opening Prayer</p> <p>Welcome</p>	L. Shoemaker
<p>2. Approval of Agenda</p> <p>Motion by: Bill Conway Seconded: Kim Murphy</p>	
<p>3. Declared Pecuniary Interest N/A</p>	
<p>4. Approval of the January Minutes</p> <p>Motion by: Jeanne Gravelle Seconded: Frank Thoms</p>	
<p>5.School System Operational Business</p> <p>5.1. Numeracy Initiatives 2018-19</p> <p>In an effort to be responsive, BIPSA revisions are made to reflect current needs which are then positioned as areas for growth. These revisions are informed by data and are grounded in research supporting student achievement.</p>	S. Rellinger

Following Student Learning Needs were addressed:

1) Consistent use of non-routine questions to support flexibility, critical thinking, reasoning and creativity when solving problems.

Nonroutine questions are often seen in Thinking and Application types of questions. These questions have traditionally been areas on EQAO whereby students tend to struggle. According to our Board data from EQAO using a rolling 3-year average, as noted in the tables below, score percentages in the Knowledge and Understanding (KU) category show greater student success than in the Thinking (TH) and Application (AP) categories. Additionally, a point of celebration, as marked by the arrows below, score percentages have increased over time.

Primary			
BOARD	2016-2017-2018	2015-2016-2017	2014-2015-2016
KU	79.5	76.6	73.0
TH	63.4	63.6	62.0
AP	67.2	67.4	67.4

Junior			
BOARD	2016-2017-2018	2015-2016-2017	2014-2015-2016
KU	72.2	70.2	67.6
TH	60.2	61.4	59.7
AP	65.7	65.2	64.3

- 2) The motivation to specifically highlight these two areas from the Achievement Chart in the curriculum, specifically in Junior, is explained above. Additionally, please note the changes from Primary to Junior in the diagram below.

EQAO Cognitive Skill area allotment (Same since 2007 for PR/JR & 2009 for Gr. 9)			
Primary (Gr. 3)	Junior (Gr. 6)	Grade 9 (Applied)	Grade 9 (Academic)
K → 20%	K → 13%	K → 15%	K → 15%
AP → 47%	AP → 47%	AP → 48%	AP → 41%
TH → 33%	TH → 40%	TH → 37%	TH → 44%

- 3) Students need multiple opportunities to learn in order to make connections, support conceptual understanding, and improve retention. Research indicates that using a “distributed” or “spaced” approach versus blocked or massed practice supports this.

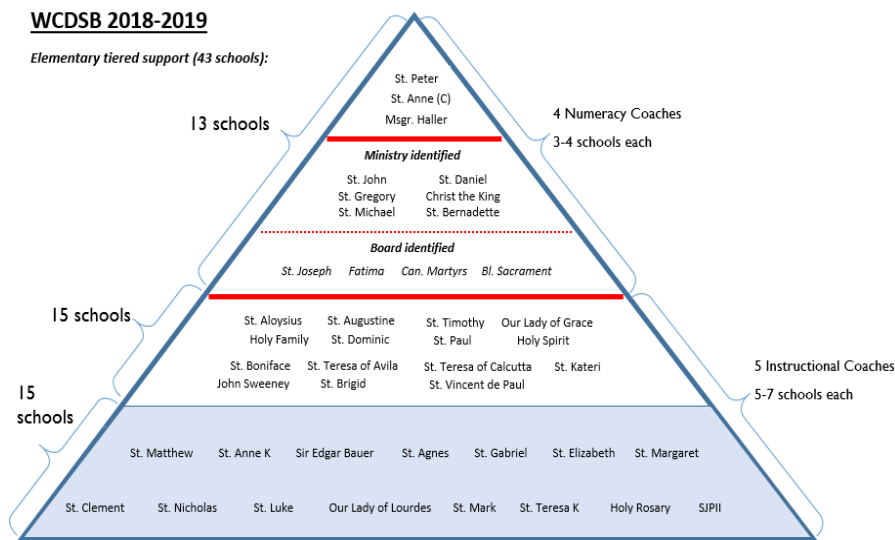
PROFESSIONAL LEARNING MODEL IN ELEMENTARY:

As this is the third year of a precise focus on mathematics teaching and learning, the support model for schools has changed in order to honour the learning that has taken place and to provide opportunities for greater job-embedded co-learning in classrooms. This professional learning model will also compliment the current reality we find ourselves in with respect to staffing with daily occasional teachers.

Four new positions have been added to support the work of mentoring our educators. The addition of these Instructional Coaches has afforded the ability to support all 43 elementary schools (see diagram) in a precise job-embedded manner through collaborative inquiry cycles. This model of support is now replacing the educator release sessions that have taken place in the past.

WCDSB 2018-2019

Elementary tiered support (43 schools):

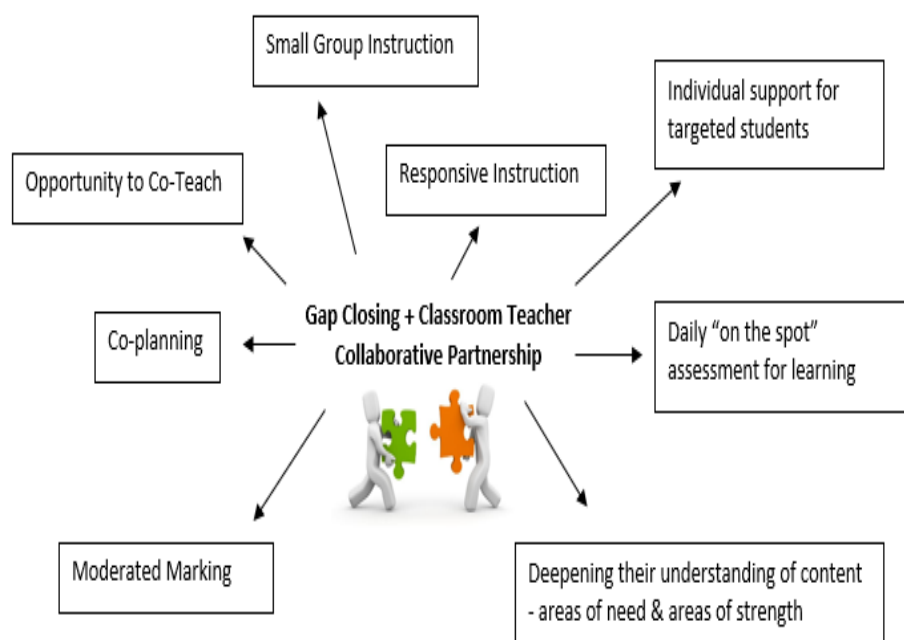


All of our elementary schools have the opportunity to engage in cycles of support in mathematics with a coach. Schools are asked to identify the four educators involved in a cycle and a precise focus, rooted in evidence of student learning need and articulated in their SIPSA.

SECONDARY MODEL OF SUPPORT:

Over the past two years, our professional learning model supported Grade 9 teachers, whole department networks, and building curriculum leaders through Secondary Math Lead Teachers. To be more precise with our support and build on our learning from last year, focus has been directed to support Grade 9 Applied Mathematics using a model that partners a gap closing teacher with the classroom teacher in all of our secondary schools. Each secondary school has one Gap Closing Teacher who works with the classroom teacher and students on a daily basis in either one or two periods. This model supports both the

student and teacher as illustrated by the graphic below.



Additionally, the Gap Closing Teachers from our Increased Support Schools participate in collaborative learning sessions. This Professional Learning Community seeks to improve teacher's pedagogical and content knowledge in order to support instruction and student achievement.

We continue to support Math Program Heads in their role as curriculum leaders, in partnership with a colleague from their department through collaborative learning sessions and job-embedded opportunities.

6. Ministry Updates (10 min)

6.1. Updated 2018-19 Special Education Funding memorandum

- No new information, compilation of the funds that have already been received.

6.2. Durham DSB's SEAC Letter to Minister of Education - January, 2019

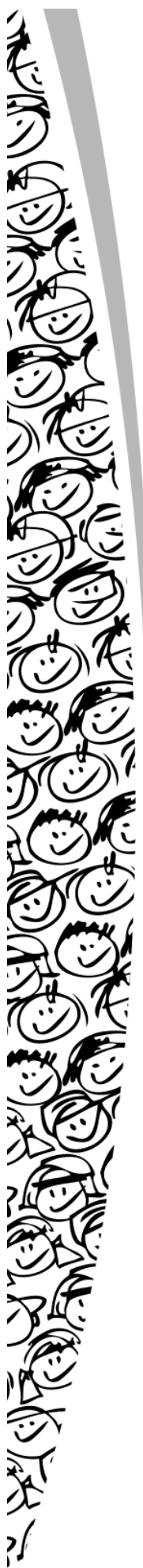
- Durham DSB concepts in respect to funding. (amount that Ministry of Education provides for SIP is inadequate)

7. SEAC Committee Functions

7.1 Pro Grant - On hold until funding announcement from Ministry is made.

8. Policy Advice to the Board

- Laura explained the upcoming changes in Autism program and funding and how is WCDSB preparing for the expected increase in number of students diagnosed with Autism that will now attend school full time.



All schools have CYCWs, qualified BCBAs are available, all teachers, Spec. Ed. Teachers and EAs are trained in the Universal Support Strategies.

**9. Updates
(20 minutes)**

9.1. Association Updates

- WRDSS:
Autism WRDSS World Down Syndrome Day (WDSD) Celebration
<https://www.wrdss.ca/events-calander/world-down-syndrome-day>
- Autism Ontario: Frank to send
- WRFN:
Family fun day
https://wrfn.info/events/event.cfm?ww_event_eventID=0BC270C8-A9AB-F512-5189-6CD919A8FD59
Evening of Elegance
https://wrfn.info/events/event.cfm?ww_event_eventID=CEB26BE8-FEA9-6CB6-497C-FCE328AB9C15

9.2. Trustee Updates

Jeanne and Bill presented updates from the February meeting:

- Annual Report – Student Transportation Services of Waterloo Region (STSWR)
- Kindergarten Program Update
- Parent Engagement Update
- Special Education Foundational Math Update

For more details, please check the link:

<https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-february-2019>

**10. Pending Items
N/A**

11. Adjournment

Motion by: Jeanne Gravelle
Seconded: John Gilbert

**12. Action Items Place Holder
N/A**



Date: March 20, 2019
To: SEAC
From: Director of Education; Superintendent of Learning: Special Education
Subject: Supporting our Students with Lexia, TeachTown, and Assistive Technology

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 assistive technology approach and introduce new technologies that further support student learning.

Multi-Year Strategic Plan:

Nurturing Our Catholic Community

- Promote a culture of respect, that supports success for all.

Student Engagement, Achievement and Innovation

- Foster maximum opportunity for success for all.

Building Capacity to Lead, Learn and Live Authentically

- Increase in precise student programming and use of New Pedagogies for Deep Learning

Special Education Plan:

Appendix 9.2. pg. 101

Appendix 14.1. pg. 138

Background/Comments:

WCDSB builds capacity, skills and knowledge in educators to ensure that high quality programs and services are provided for our students. The Special Education Liaisons are responsible for building capacity within educators in our WCDSB community. Our Assistive Technology Resource Teacher helps students gain access to the assistive technology tools that they require to access the curriculum.

The featured board initiatives provide instructional approaches that both respond to the characteristics of a diverse group of students and can be precisely tailored to the unique strengths and needs of every student.

To further support students with Autism Spectrum Disorder and students with social-communication needs, the WCDSB purchased licenses and support materials for *TeachTown Social Skills* program for each of our secondary schools and ten of our elementary schools who piloted this program. *TeachTown* is a comprehensive program that focuses on teaching social skills. There is a focus on increasing emotional intelligence and on building self-management skills. This program uses a variety of evidence-based practices, for example; peer-mediated instruction and intervention, visual supports to teach appropriate, positive social skills and replacement behaviours.

Lexia is a comprehensive, technology-based literacy program. It includes two programs: *Lexia* Core 5 that is used for our elementary students, up to Grade 5 and Power-Up Literacy that is used for our intermediate and secondary students. *Lexia* supports the development of phonological awareness, vocabulary, comprehension and decoding fluency. *Lexia* includes three components; an online student program, a teacher portal and targeted instructional resources for students requiring further support to develop their literacy skills.

WCDSB continues to support our students with Assistive Technology. Through Ministry of Education grants, we can purchase computer and software technology to support students with assistive technology needs. Claims can also be submitted to purchase non-computer equipment, such as change tables, walkers, as well as hearing and vision computers and hardware. For students with Individual Education Plans and/or formal assessments, chromebooks or laptops are purchased, and students are taught how to use the various tools that will assist them accessing the curriculum. Currently, the Read and Write app for Google chrome is the software used to provide access within the Google and Web environments for many of our learners. Depending on the needs of the students, iPads are also purchased with a set of curriculum accessible applications focusing on early literacy and numeracy access. In addition they are also used as a communication device for some of our students.

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.”



Wednesday March 6, 2019

Dear Minister Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

I am writing today, on behalf of the Durham Catholic District School Board Special Education Advisory Committee, to express our concern about the recent changes to the provincial funding model for Autism services and the impact that it will have on children, families and school boards.

We know that parents of children with special needs, regardless of the diagnosis, require significant support from both the government and the school system in order for their children to have meaningful access to education. Parents in our school communities have shared the devastating impact the changes to financial support are having on their children. They are also being challenged by the level of uncertainty that this new plan leaves families facing due to the lack of opportunities for transitional planning.

In keeping with our philosophy of inclusion, staff are prepared to support the children with autism who will be returning to our school system earlier than their parents had intended. However, the lack of clarity around the process is presenting a difficulty to our Student Services department. Educators in the Durham Catholic District School Board are committed to providing a safe and nurturing environment to all of our students, but without any clear details this task becomes even more difficult. Almost four weeks have passed since the changes were announced and there has been no contact with the school boards made by the Ministry of Education. The board has no clear understanding of which students will be returning or when, nor has there been any indication from you or the Ministry of Education as to what your promised increased support to school systems will look like. The Durham Catholic District School Board SEAC would like to know when the board will be given, or when the Board will hear about, the funding to support the influx of students into our system on April 1, 2019. Furthermore, what will the funding look like going forward into September 2019? Without this information, staff are unable to develop a plan to support these students who generally require intensive support and comprehensive planning around transitions.

Students with Autism Spectrum Disorder, regardless of where they are on the Autism Spectrum, require effectively planned transitions. The changes to the Autism Ontario program are the exact opposite of effectively planned transitions. We strongly request that the Ministry of Education informs us immediately as to the funding and transitional support that they are going to provide so that the staff of the Durham Catholic District School Board is able to provide a safe and accepting environment to meet the needs of all of these students.

Sincerely,

Valerie Adamo
Chair of Special Education Advisory Committee (SEAC)

cc: Anne O'Brien, Director of Education DCDSB
John Rinella, Chair DCDSB
Chairs of Ontario Special Education Advisory Committee
Members of Provincial Parliament for Durham Region