

# **SPECIAL EDUCATION ADVISORY COMMITTEE**

*Wednesday, October 2, 2019*

**4:00 pm Board Room, St. Mary's CSS**

## **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**



35 Weber Street West • P.O. Box 91116 • Kitchener Ontario Canada • N2G 4G2  
Telephone: 519.578.3660



Waterloo Catholic  
District School Board

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## SEAC Committee Meeting Agenda

<b>Date&amp; Time:</b>	Wednesday, October 2 <sup>nd</sup> , 2019, 4:00 p.m.
<b>Location:</b>	<b>Board Room, St. Mary's CSS</b>
<b>Next Meeting:</b>	October 30, 2019
<b>Committee Members:</b> Kim Murphy, John Gilbert, Frank Thoms, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson	
<b>Administrative Officials:</b> Laura Shoemaker, Gerald Foran	

<b>1. Opening Prayer</b>  Welcome	L. Shoemaker
<b>2. Approval of Agenda</b>  Motion by: Seconded:	
<b>3. Declared Pecuniary Interest</b>	
<b>4. Approval of the September Minutes</b>  Motion by: Seconded	
<b>5. School System Operational Business</b>  5.1. BIPSA	J. Klein
<b>5. Ministry Updates (10 min)</b>	
<b>7. SEAC Committee Functions</b>	
<b>8. Policy Advice to the Board</b>	



<b>9. Updates (20 minutes)</b>  <b>9.1. Association Updates</b>  <b>9.2. Trustee Updates</b>	
<b>10. Pending Items</b>	
<b>11. Adjournment</b>	
<b>12. Action Items Place Holder</b>	



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## SEAC Committee Meeting Minutes

<b>Date&amp; Time:</b>	Wednesday, September 4 <sup>th</sup> , 2019, 6:00 p.m.
<b>Location:</b>	<b>Board Room, St. Mary's CSS</b>
<b>Next Meeting:</b>	October 2, 2019
<b>Committee Members:</b> Kim Murphy, John Gilbert, Frank Thoms, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson	
<b>Administrative Officials:</b> Laura Shoemaker, Gerald Foran	
Regrets: Stuart Cross	
Members of Public: Karen Kovats (interested in becoming alt. representative for the WRFN) Kristen Feduc (interested in becoming Member at Large)	

<b>1. Opening Prayer</b>  Welcome	L. Shoemaker
<b>2. Approval of Agenda</b>  Motion by: Jeanne Gravelle Seconded: Kim Murphy	
<b>3. Declared Pecuniary Interest</b> N/A	
<b>4. Approval of the June Minutes</b>  Motion by: Jeanne Gravelle Seconded: Kim Murphy	
<b>5.School System Operational Business</b>  5.1. Special Education Plan 2019  Special Education Plan was submitted to Ministry at the end of July. SEAC Members had a chance to review the Plan.	L. Shoemaker

It was *moved* by Kim Murphy and *seconded* by Frank Thoms.

**THAT SEAC approve a motion to recommend to the Board of Trustees that the Special Education Plan 2019 be approved as presented at the SEAC meeting --  
- Carried by consensus**

## 5.2. Topics for 2019/2020

Month	Topic	Presenter	Location
September 4, 2019	• Special Education Plan	L. Shoemaker	St. Mary's CSS Board Room
October 2, 2019	• BIPSA	J. Klein	St. Mary's CSS Board Room
October 30, 2019	• Well Being Plan	Richard Olson	St. Mary's CSS Board Room
December 4, 2019	• Board Certified Behaviour Analyst/ ABA	S. Catania, M. Delcourt, A. Ditmars, J. Mackenzie, L. McDonald	Board Office
January 8, 2020	• Special Education Visioning Committee	School Principals T.B.D.	Board Office
February 5, 2020	• Ministry Updates/ Budget Impact 2019	L. Shoemaker	Board Office
March 4, 2020	• Special Olympics	T.B.D.	Board Office
April 1, 2020	• Assistive Technology and Special Education Liaisons	C. Runstedler, A. Leonardo, C. Sullivan, J. Dreyer, N. Offak, L. Smits	Board Office
May 6, 2020	• Budget ( Special Education Plan)	R. King	Board Office
May 20, 2020	• Budget (if needed)	R. King	Board Office
June 3, 2020	• Social	SEAC	Board Office

## 6. Ministry Updates (10 min)

- 6.1. Letter from WCDSB Psychoeducational Consultants – June 2019
- Commenting on Staff Cuts
- 6.2. Letter from Dufferin-Peel Catholic District School Board – May 2019
- Commenting on the class size
- 6.3. Letters from Greater Essex Country District School Board
- Commenting on implementation of Bill 64
- 6.4. Laura discussed impact recent changes had on Special Education.
- 6.5. LD and After School TPAs have been received and the Board will determine plan for use of funds.

Laura Shoemaker

## 7. SEAC Committee Functions

- 7.1 Pro Grant – Removed from the agenda until new information is released from the Ministry
- 7.2. SEAC Publications – round table discussion to be added

SEAC members

## 8. Policy Advice to the Board N/A

## 9. Updates (20 minutes)

### 9.1. Association Updates:

- Exceptional Swings Golf Tournament, Sunday, September 8<sup>th</sup> – John Gilbert
- WRDSS Summer Camp:

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.kitchenertoday.com%2Flocal-news%2Fwaterloo-group-runs-its-first-summer-camp-for-children-with-down-syndrome-1634288&data=02%7C01%7C01ja.djukanovic%40wcdsb.ca%7C121f8eebfe5747b7007008d731a07dbb%7C723db89317ed44ec8613011938c37276%7C0%7C0%7C637032437692183895&sdata=KIB0ZP9tmsA8lkWZRMGmzJkhXarQCTypq2InL%2F8PGmg%3D&reserved=0>

## 9.2. Trustee Updates

- Jeanne reported on the 2019-2020 WCDSB Budget Presentation confirming that the Budget was passed. Jeanne also shared that all Superintendents pointed that the Board made sure that the financial change impact was least impacting the classroom.

## 10. Pending Items

N/A

## 11. Adjournment

Motion by: Kim Murphy  
Seconded: Jeanne Gravelle

## 12. Action Items Place Holder

N/A



# **Board Improvement Plan for Student Achievement BIPSA 2019-2020**

**Report to SEAC, October 2, 2019**

# Background

- Beginning Year I of our Board's renewed three-year Board Improvement Plan for Student Achievement (BIPSA)
- The 2019-2020 BIPSA reflects
- BIPSA informed by:
  - ❑ Ministry of Education priorities, curricula updates, budgets, *etc.*
  - ❑ Institute for Catholic Education's (ICE) Ontario Catholic School Graduate Expectations
  - ❑ WCDSB's Multi-Year Strategic Plan (MYSP)



# Background

- The WCDSB BIPSA is a broad document that strives for overall increased student achievement and well-being in key areas (Catholic Community, Culture, and Caring; Numeracy; Literacy; and Pathways to Success).



# Process

- A broad-based committee met in 2018-2019 to create this renewed BIPSA
- Input was gathered from:
  - Administrators
  - Consultants
  - Superintendents
  - Ministry “critical friends”
  - Other BIPSA



# Features!



Living In Faith

# Features

- “Call-and-response” dynamic of assessment-for-learning and responsive instruction and environment
- Collaboration at center
- Identification of specific roles
- Four pillars
- Goals, High Impact Strategies, Monitoring



**Waterloo Catholic  
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Quality, Inclusive, Faith Based Education



**NURTURING OUR  
CATHOLIC COMMUNITY**



**STUDENT ENGAGEMENT,  
ACHIEVEMENT, & INNOVATION**



**BUILDING CAPACITY TO LEAD,  
LEARN & LIVE AUTHENTICALLY**

## Board Improvement Plan for Student Achievement 2019-2022

**System Inquiry Question:** What impact will collaborative teaching and learning, which focuses on knowing the learner through assessment and responding through instruction, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

### Knowing the LEARNER through ASSESSMENT

Educators will:

- determine, through assessment, what a student knows, thinks and is able to do
- use observations, conversations and products to assess learning
- provide feedback for the purpose of assessment 'as' and 'for' learning
- teach students to become critical assessors of their own learning so they can make informed decisions about next steps in their path

### Responding through DIFFERENTIATED INSTRUCTION & LEARNING ENVIRONMENTS

Educators will:

- in partnership with students, design differentiated learning experiences based on their current strengths and needs
- use observations, conversations and products to drive the next step of learning
- Plan, sequence and connect key concepts throughout the year through the gradual release of responsibility model
- Embed curricular big ideas across subjects and courses
- Honour students' voice and choice in their learning; authentically engage them in their learning pathway
- create more diversified learning opportunities highlighting the needs of English Language Learners (ELLs) and students with individual education plans (IEPs)

### KNOW our Learners

### RESPOND to their Needs

### MONITOR our Progress

Our Catholic, global-minded Graduates will be responsible citizens & discerning believers who: collaborate, communicate, think critically, problem solve, create, innovate & demonstrate resilience.

### STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING

Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.

Director will:

- Foster professional collaboration (as per PPM 159) to motivate and enable teams to learn with and from each other; to implement board and provincial initiatives
- Build superintendent capacity to use data to inform decisions, engage staff, and develop leadership
- Promote the Board Improvement Plan for Student Achievement (BIPSA) in regular practice

Superintendents will:

- Maximize time spent in classrooms and schools for the purpose of collecting, analyzing and responding to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and participating in professional learning at all levels (i.e. Collaborative Inquiry Learning (CILs), Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs) using evidence-based instructional strategies
- Collaborate with and support schools in the development of their School Improvement Plan for School Achievement (SIPSA) and incorporation of relevant data
- Provide differentiated support to schools (e.g., instructional teacher support, release time and resources, etc.)
- Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA
- Promote formal and informal leadership to support professional learning

Support staff will:

- Collaborate to assist and participate in the implementation of high impact strategies that will support learning for all students
- Collaborate to support job-embedded professional learning
- Respond to system and individual learning needs in a strategic and timely fashion
- Implement Universal Support strategies across all learning environments

Administrators will:

- Collect, analyze and respond to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry Learning (CILs) and Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs) using evidence-based instructional strategies
- Develop and implement learning cycles based on school and student data/evidence
- Bring current evidence to each network learning session to demonstrate progress made within the inquiry process
- Participate in and provide opportunities for co-planning, co-teaching and debriefing/reflecting amongst staff
- Promote formal and informal leadership within the school to support professional learning
- Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan
- Engage parents/caregivers in supporting educational priorities

Educators will:

- Create an engaging, safe and innovative learning environment based on high expectations and differentiation
- Incorporate Ontario Catholic School Graduate Expectations and Global Competencies into all planning & learning opportunities
- Provide multiple learning opportunities through the use of high impact strategies and tiered interventions
- Identify marker students through ongoing assessment 'for' learning data (i.e. pre- and post-concept data) to guide responsive, differentiated and innovative instruction
- Participate in Professional Learning Communities using student data & collaborative inquiry to monitor progress, deepen professional knowledge and inform instructional practices
- Engage in the professional learning cycle through the plan, act, observe, reflect process and refine instructional practice through professional discourse & collaboration
- Triangulate student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers
- Engage parents/caregivers in supporting student well-being and student learning
- Utilize Universal Supports to ensure equitable access to curriculum for all students

# Features

- Structural and aesthetic alignment with other key WCDSB documents (*i.e.* MYSP, Pastoral Plan, & Well-Being Plan)
- Incorporates WCDSB branding updates
- Concise “placemat” format
- Rooted in WCDSB’s Multi Year Strategic Plan (*i.e.* priorities, goals, actions, and key performance indicators)





## CATHOLIC, COMMUNITY, CULTURE & CARING

system statement: contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being.



## NUMERACY

system statement: problem-solve, communicate, reason, and reflect on their thinking by making connections between concepts, procedures, and skills.



## LITERACY

system statement: use language and images to apply critical thinking skills, analyze and challenge texts, express opinions and ideas, and reflect on and connect to other learning



## PATHWAYS TO SUCCESS

success system statement: engage as partners in challenging, meaningful learning experiences that are responsive to their voices & individual identities and engage them in education & career life planning.

Goals	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>Survey results demonstrate positive wellbeing, safety, sense of belonging in Catholic community</li> <li>Increase level of student-faith-filled experiences relevant to our three-year Pastoral Plan</li> <li>Through a bias-aware lens, foster culturally responsive &amp; equitable practices and pedagogy</li> <li>Continued 100% certification as Eco-Schools</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>Primary and Junior EQAO: Increase achievement within Number Sense &amp; Operation and applying the five fundamentals of math across all strands with a focus on thinking skills</li> <li>Gr. 9 Applied EQAO: Increase achievement growth for all students within the Number Sense and Algebra &amp; Linear Relations strand with a focus on thinking skills</li> <li>Increase in EQAO results: Primary (to 70%), Junior (+5%), &amp; Gr. 9 EQAO (+5% in Applied level); increase in cohort achievement</li> <li>Increase achievement for students with Individual Education Plans (IEPs) and /or diverse learning needs to attain provincial benchmark in EQAO</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>EQAO: Increase alignment between reading and writing at provincial standard; increase reading comprehension with a focus on making inferences and connections; increase writing with a focus on developing and organizing content</li> <li>Increase achievement for students with learning disabilities and/or learning difficulties to attain provincial benchmark in EQAO</li> <li>Increase to 82% in OSSLT success rate</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>Maintain Red Seal Graduation rates for SHSM</li> <li>Increase in both four (83%) and five-year (90%) graduation rates</li> <li>Increase the My Blueprint, IPP activity completion rates</li> <li>Increased experiential learning opportunities across all Pathways</li> </ul>
High Impact Strategies	<p><b>Faith experiences</b></p> <ul style="list-style-type: none"> <li>Opportunities, both implicit and explicit, to encounter the person of Jesus in our Catholic schools</li> <li>Involvement in prayer experiences, liturgical and other community celebrations</li> <li>Participation in and awareness of our three-year Pastoral Plan: Called to Belong, Gathered to Become, Sent to Build</li> <li>Increased participation and engagement in environmental issues and activities for students</li> <li>Engagement in activities that promote and support the stewardship of the earth</li> <li>Positive sense of wellbeing for the whole person: body, mind, spirit</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Through use of number sense routines, students will develop effective visualization and flexible number relationships, efficient strategy use and proficiency with number and operation</li> <li>Educators will provide responsive, small group instruction to improve students' depth of conceptual understanding, i.e. concrete, representational, abstract progression</li> <li>Educators will intentionally promote student discourse and use non-routine questions to support critical thinking, reasoning, creativity and flexibility when solving problems</li> <li>Use of distributed or spaced instruction by educators, based on student learning need, to build connections between concepts and aid retention</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Before reading, educators will build background knowledge and vocabulary related to texts to support students throughout the reading process so that they make inferences and connections to extend their understanding</li> <li>Educators and students will examine together how text features help readers understand texts</li> <li>Through guided reading and writing lessons, educators and students will analyze sentence structures, word choice, punctuation and grammar to enhance comprehension, critical thinking and written communication</li> <li>Educators will leverage technology to improve the student's ability to access, write and create texts independently through responsive differentiation using accommodations and modifications for students with learning difficulties and/or learning disabilities</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Engage in goal-setting and select appropriate activities/program and pathway choices that reflect students' interest, skills and abilities</li> <li>Knowledge and understanding of FNMI culture and perspectives</li> <li>Develop global competencies by engaging in inquiry-based learning to collaboratively decide the focus and structure of the inquiry</li> <li>Use various digital tools to collaborate and creatively communicate ideas to authentic audiences</li> <li>Experiential Learning opportunities for ELLs and students with IEPs</li> <li>Promotion of positive mental health and well-being (e.g. leveraging a growth mindset)</li> </ul>
Monitoring	<p><b>Monitor Through:</b></p> <ul style="list-style-type: none"> <li>Transition, School Climate, and Exit Survey results</li> <li>Student &amp; staff engagement in school prayer and liturgical experiences</li> <li>Eco-Schools participation and certification</li> <li>School Wellbeing Plans include equitable practices which include culturally responsive pedagogy</li> <li>Identified specific community needs as expressed in School Improvement Plans for Student Achievement (SIPSA)</li> </ul>	<p><b>Monitor Through:</b></p> <ul style="list-style-type: none"> <li>Achievement of marker students</li> <li>Pre and post concept data (i.e. within a professional learning community)</li> <li>Trending and cohort data from large scale assessments (i.e. EQAO, CAT4, etc.)</li> <li>Use of daily number sense routines</li> <li>Curriculum walk-throughs</li> <li>Purposeful use of technology (i.e. enCompass, gradebook, etc.)</li> <li>SIPSA</li> </ul>	<p><b>Monitor Through:</b></p> <ul style="list-style-type: none"> <li>Achievement of marker students</li> <li>A pre and post concept data (i.e. within a professional learning community)</li> <li>Trending and cohort data from large scale assessments (i.e. EQAO, CAT4, etc.)</li> <li>Balanced Literacy Assessment Measures (BLAM)</li> <li>Curriculum walk-throughs</li> <li>Purposeful use of technology (i.e. enCompass, gradebook, etc.)</li> <li>SIPSA</li> </ul>	<p><b>Monitor Through:</b></p> <ul style="list-style-type: none"> <li>Monitoring usage statistics for My Blueprint</li> <li>A pre and post concept data (i.e. within a professional learning community)</li> <li>Trending and cohort data from large scale assessments (i.e. EQAO, CAT4, etc.)</li> <li>Balanced Literacy Assessment Measures (BLAM)</li> <li>Curriculum walk-throughs</li> <li>Purposeful use of technology (i.e. My Blueprint, enCompass, Gradebook, etc.)</li> <li>SIPSA</li> </ul>

# Features

- Incorporates “global competencies”
- Broader focus on equity
- Universal supports noted
- Use of marker students as part of monitoring and assessment for learning
- Experiential learning noted

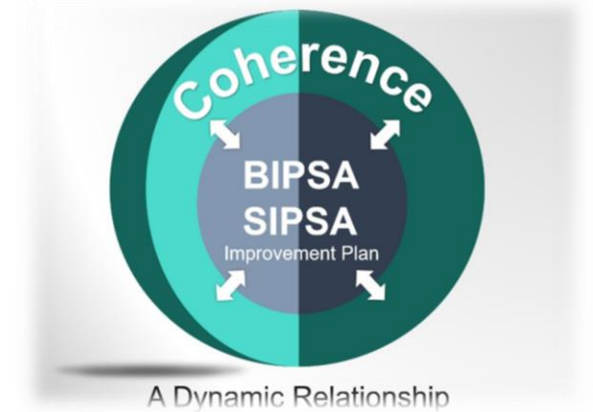


# SIPSA

- Like the BIPSA, the SIPSA has a basic starting point: knowing the needs of the learner. From this, all else flows: choice of strategies, wise use of data, resource selection and use, capacity building, and monitoring)
- The SIPSA should connect to the school's Pastoral Plan
- SIPSAs are at the heart of the superintendent/principal/vice-principal/SIT dialogues
- They inform and are informed by the BIPSA and MYSP

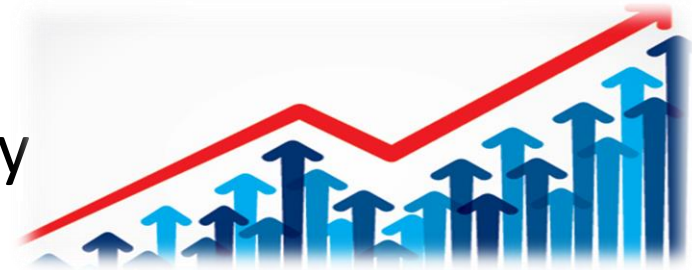
# SIPSA

- When collaboratively and thoughtfully created, they guide other protocols and documents as well (*i.e.* performance appraisals, budgets, monitoring by superintendents, annual growth/learning plans, *etc.*)
- SIPSAs should frame all school budget decisions including those budgets monitored and guided by parents (*i.e.* school council funds)
- The SIPSA focuses on school's *most urgent critical learning needs*




# SIPSA

- Created by school staffs at beginning of school year
- Shared with school community and council
- September 20<sup>th</sup> Professional Activity (PA) Day




# SIPSA


## SIPSA 2019-2020 template




**Waterloo Catholic District School Board**  
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NURTURING OUR CATHOLIC COMMUNITY



STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION



BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY

**School Improvement Plan for Student Achievement 2020 (SIPSA)**  
System Inquiry Question: What impact will collaborative teaching and learning, which focuses on knowing the learner through assessment and responding through instruction, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

Knowing the LEARNER through ASSESSMENT

Responding through DIFFERENTIATED INSTRUCTION & LEARNING ENVIRONMENTS

KNOW our Learners      RESPOND to their Needs      MONITOR our Progress


Our Catholic, global-minded Graduates will be responsible citizens & discerning believers who: collaborate, communicate, think critically, problem solve, create, innovate & demonstrate resilience.

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Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.

Headline A:


Headline B:

Headline C:




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Goals	Achievement:	Achievement:	Achievement:	Achievement:
High Impact Strategies	Faith Experiences	Actions	Actions	Actions
Monitoring	Monitor Through:	Monitor Through:	Monitor Through:	Monitor Through:

Living In Faith

# Data Sources

Use of varied data such as:

EQAO

CCAT

CAT4

Graduation rates

Report card

OSSLT

Pass/Fail

Graduation rates

Resiliency survey, *etc.*

