

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, October 30, 2019

6:00 pm Catholic Education Centre - Board Room

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

CNIB – **Irene Holdbrook, Chair**

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

Waterloo Region Family Network – **Sue Simpson**



**Waterloo Catholic
District School Board**
Quality, Inclusive, Faith Based Education

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info@wcdsb.ca



SEAC Committee Meeting Agenda

Date& Time:	Wednesday, October 30 th , 2019, 6:00 p.m.
Location:	Board Room, Catholic Education Centre
Next Meeting:	December 4, 2019
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson	
Administrative Officials: Laura Shoemaker, Gerald Foran	

1. Opening Prayer Welcome	L. Shoemaker
2. Approval of Agenda Motion by: Seconded:	
3. Declared Pecuniary Interest	
4. Approval of the September Minutes Motion by: Seconded	
5. School System Operational Business 5.1. Well Being Plan	R. Olson
5. Ministry Updates (10 min)	
7. SEAC Committee Functions	
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	



Waterloo Catholic
District School Board

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SEAC Committee Meeting Minutes

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

1. Opening Prayer Welcome	G. Foran
2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Kim Murphy	
3. Declared Pecuniary Interest N/A	
4. Approval of the September Minutes Motion by: Jeanne Gravelle Seconded: Sue Simpson	
5. School System Operational Business 5.1. BIPSA 2019-2020 BIPSA: https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/01/WCDSB-BIPSA.pdf <ul style="list-style-type: none">Beginning, Year I, of our Board's renewed three-year Board Improvement Plan for Student Achievement (BIPSA)The 2019-2020 BIPSA reflectsBIPSA informed by:<ul style="list-style-type: none">Ministry of Education priorities, curricula updates, budgets, etc.	J. Klein

- Institute for Catholic Education's (ICE) Ontario Catholic School Graduate Expectations

WCDSB's Multi-Year Strategic Plan (MYSP)

- 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 BIPSAs

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
- 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)
- 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
- 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*
- Created by school staffs at beginning of school year
- Shared with school community and council

- September 20th Professional Activity (PA) Day

DATA SOURCES:

- Use of varied data such as:
 - ☐ EQAO
 - ☐ CCAT
 - ☐ CAT4
 - ☐ Graduation rates
 - ☐ Report card
 - ☐ OSSLT
 - ☐ Pass/Fail
 - ☐ Graduation rates
 - ☐ Resiliency survey, etc.

6. Ministry Updates (10 min)
N/A

7. SEAC Committee Functions

- Making sure IEP Checklist are sent with all the IEPs
- Laura will bring more brochures from the RSEC Conference

8. Policy Advice to the Board
N/A

9. Updates
(20 minutes)

9.1. Association Updates

- WRDSS - GO21 (Kim Murphy)



Go21-Waterloo-201
9_Poster_PRINT (2).P

- WRFN (Sue Simpson) – Camp Day and Golf Tournament were a huge success.

9.2. Trustee Updates

Tracey Weiler and Jeanne Gravelle presented September Trustee updates.

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

10. Pending Items

10.1. Confirmation was received that Cst. Mellissa Quarrie from WRPS will be presenting at the Special Olympics meeting. New topic schedule was created.

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 Olympics	Cst. Mellissa Quarrie WRPS	Police Headquarters 200 Maple Grove Rd, Cambridge
February 5, 2020	• Ministry Updates/ Budget Impact 2019	L. Shoemaker	Board Office
March 4, 2020	• Special Education Visioning Committee	School Principals 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 (<u>Special Education Plan</u>)	R. King	Board Office
May 20, 2020	• Budget (if needed)	R. King	Board Office
June 3, 2020	• Social	SEAC	Board Office

11. Adjournment

Motion by: Jeanne Gravelle
Seconded: Kim Murphy

12. Action Items Place Holder



Date: October 30, 2019
To: SEAC
From: Director of Education, Superintendent of Learning: Special Education
Subject: Well Being Plan

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: (cite Education Act and/or Board Policy or other legislation)

Ontario Human Rights Code (OHRC)
Ontario's Well Being Strategy for Education: Discussion Document, 2016
PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct

Alignment to the MYSP:

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all:
 - Equitable access to learning opportunities

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well-being of all students and staff
 - Intentional programming for students on well-being as a skill
 - Exposure to constructive conflict resolution processes through restorative justice program and Alternative Suspension program
 - Continued implementation of The Umbrella Project and resiliency training
 - Integration of Healthy Active Living and Learning into local School Well Being Plans

Special Education Plan:

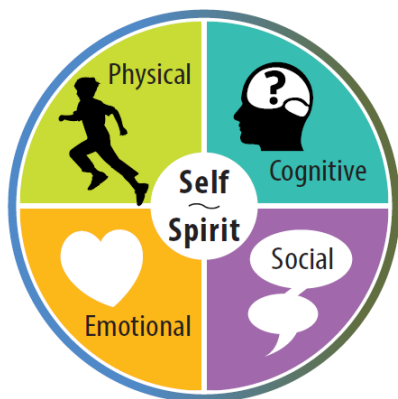
Appendix 9.1.



Background/Comments:

"I have called you by name, you are mine." (Isaiah 43.1)

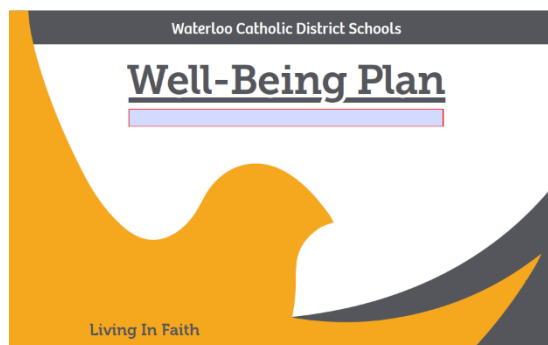
Ontario's Well Being Strategy for Education defines well-being as "that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met." (3) Educators are aware that well-being is fundamental to overall student success. Students who do not feel safe or welcomed at school have a more difficult time achieving academically. The Well Being Strategy reminds us that children who have a positive sense of well-being are more resilient and more successful as learners. We also know that children who have a positive sense of self are better equipped to meet the challenges of a fast-paced and globally connected world and to be active engaged citizens now, and in years to come. (2)



In response to Ontario's Well Being Strategy, the Institute for Catholic Education published a Monograph entitled, "Understanding Well Being from a Catholic Perspective" (Fall 2017)

To summarize the monograph:

- The Catholic church community has a long tradition of addressing human well-being.
- For Catholic schools, this has always found expression in the care for every child.
- Catholics share a distinctly Christian view of the human person; that is, the human person is not a construct but a creation, the impetus for his or her birth being love, not accident.
- Therefore, for the Catholic community the well-being of our children is a gospel mandate, a moral imperative, a long-understood precursor to the healthy development of the human person.
- In the Catholic/Christian view of the human person as creature, we see personhood at the center of the emotional, cognitive, social, spiritual and physical domains of human experience.
- None of these manifestations of the human experience exist in isolation from the others. They are not silos. There is continual tension and interplay among them.



In planning our three-year Well Being Strategy at Waterloo Catholic District School Board (WCDSB), we sought to align a Catholic vision of the human person with our current Pastoral Plan – which in turn was influenced by the Ontario Bishops' Pastoral Letter, *Renewing the Promise*.

The stated purpose of our Well-Being Strategy is to guide our work towards meeting the cognitive, emotional, social, physical and spiritual needs of all WCDSB students and staff, and to ensure all feel a deep sense of belonging in a Catholic faith-learning community where they are nourished to become builders of the local and global community.





With the collaboration of several working committees: Safe Schools, Mental Health and Wellness, Healthy Schools, and Equity/Inclusion, we have developed a three-year Well Being Strategy for all schools and staff within the Waterloo Catholic District School Board.

The Well-Being Strategy goals are aligned with our Pastoral Plan:

1. Students and staff feel a sense of belonging and inclusion in their learning community. Pastoral Plan (Belonging)
2. Students have equitable access to learning opportunities. Pastoral Plan (Becoming)
3. Building a culture of well-being that supports success for all in the WCDSB community. Pastoral Plan (Building)

Each stated goal includes strategies identified across our four domains of wellbeing – Safe Schools, Mental Health and Wellness, Healthy Schools, Equity and Inclusion. Attention to the prayer and spiritual life of staff and students are embedded in the strategies. Each goal also identifies key performance indicators that will be used to monitor and evaluate the success of each school community in meeting the goals of overall wellbeing.

Wellbeing Plan templates have been shared with all school administrators to be used to complete their plans:



Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
Students and staff feel a sense of belonging and inclusion in their learning community.	<p>Expand The Umbrella Project and Restorative Justice Practices (or other programs readily available)</p> <p>Implement and track responses to School Climate surveys</p> <p>Improve wrap-around student support model through enhanced community involvement and the Alternative Suspension Program</p>	<p>All schools are using the Leading Mentally Healthy Schools toolkit to build a positive school culture.</p> <p>Pro-social and socio-emotional skills are specifically promoted across all grades in age-appropriate ways.</p> <p>School-specific initiatives are driven as a collaboration between staff, students and parent/caregivers.</p> <p>Secondary student focus groups used to inform the Mental Health and Wellness Plan</p> <p>All students have a caring adult in the school community and at least one person who looks forward to their arrival</p>	<p>Schools offer extracurricular activities that promote physical activity and inclusivity</p> <p>School wide initiatives promote Healthy Active Living</p> <p>Opportunities exist for student, staff and parent voice in regard to Healthy Schools (e.g., Healthy School Team)</p>	<p>Prayer/rituals are inclusive of students of other faith traditions or spiritualities when possible or as appropriate</p> <p>Through educator use of Culturally Relevant and Responsive Pedagogy (CRRP), students from diverse backgrounds see themselves reflected in the curriculum and school environment</p> <p>Voluntary self-identification data for Indigenous students is collected and used to provide supportive programming</p> <p>Recognize occasions of significance for diverse groups of students</p> <p>New building projects or renovations use principles of inclusive design</p>	<p>Transition Survey & School Climate Resiliency and MYSP Survey data indicates a year over year upward trend of students and staff who express a positive sense of belonging</p> <p>Decrease in high student absenteeism rates year over year</p> <p>Decline in suspension/recidivism rates K-12</p>





Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
Students have equitable access to learning opportunities	<p>Supervised Alternative Learning Programming is responsive to student academic, social and emotional needs</p> <p>Strengthen and leverage community partnerships</p> <p>Provide professional development on how we know the learner</p> <p>Restorative Practices are fostered as part of a progressive discipline strategy</p>	<p>Strengthen and leverage community partnerships</p> <p>Middle Development Inventory programming through the on-line modules for educators</p> <p>Each school has an attendance strategy and planned response for chronically absent students. Individual second intervention is planned and implemented. (as per APC009 Elementary Attendance, APC048 Secondary Attendance)</p>	<p>The Ontario Health and Physical Curriculum is fully implemented with at least 80 mins/week of physical education for all elementary classes</p> <p>Physical and health education opportunities are inclusive to all students</p> <p>As per PPM 138, all classrooms have allotted 20 minutes of DPA on classroom timetables on days where no Physical Education takes place</p> <p>Where appropriate, students have access to Nutrition for Learning in schools</p>	<p>Identity data will be collected and reports generated to measure how well we are serving staff and students</p> <p>Provide professional development on how we know the learner</p> <p>Track resource requests for CRRP and Indigenous perspectives</p>	<p>Increase in specific student outcomes (credit accumulation, report card achievement) based on demographic or identity data</p> <p>Staff feedback from PD with equity focus is positive.</p>



Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
Building a culture of well-being that supports success for all in the WCDSB community	<p>Staff engagement in safe school follow up</p> <p>Staff engagement in workplace violent incident reporting/debrief</p>	<p>Build staff capacity via professional development opportunities, Mental Health events, SafeTALK, PD day sessions, etc.</p> <p>Provide opportunities for staff and students to engage in mental health sessions presented within schools and classrooms</p> <p>Promote daily practice of healthy self-care skills as a "good-for-all" strategy for staff and students.</p> <p>Equip staff and students to be able to navigate to appropriate mental health supports if needed (i.e. EAP, community services)</p> <p>Promote trauma-informed schools through presentations and education for staff.</p> <p>Promote practices that can help build a positive culture and healthy staff relationships</p> <p>Recognize and celebrate accomplishments/contributions of staff</p>	<p>Schools utilize partnerships and resources to build and promote a healthy environment that is rooted in the well-being of students and staff. (Physical, Social, Emotional, Cognitive)</p> <p>Support NTIP programming for well-being of staff & students</p> <p>School wide healthy food and beverage compliance as per APH 021</p>	<p>Use identity data to shape programming for diverse groups</p> <p>Program planning includes the use of an equity lens (Who is not present? Who is not represented?)</p> <p>Strengthen and leverage community partners who support diverse groups</p> <p>Leadership development and mentorship practices include strategies to ensure respectful and bias-aware models of decision-making</p>	<p>Survey results indicate increasing positive trend in staff, student and parent perception of school and/or organizational culture and well-being</p> <p>Decrease in average rate of staff absenteeism year over year</p>

In Summary

- The WCDSB Wellbeing Strategy aligns goals outlined in our MYSP and our Pastoral Plan and include a Catholic/Christian vision of the human person.
- The WCDSB Wellbeing Strategy includes strategies for both staff and students.



- Each school in the district will complete a Wellbeing Plan for the 2019-2020 school year that will be shared with Family of School superintendents and when completed in early November, posted on school websites.
- School Climate Survey results from MDI Survey administered this past Spring have been shared with all school administrators to help inform the specific strategic areas of focus for each school community.
- Research confirms that students who feel welcome and accepted in their schools are more likely to succeed academically. At WCDSB, our core Catholic values are strongly congruent with the goals of the well-being strategy. We value the dignity of all learners and work to ensure that everyone feels welcomed, included and has opportunity to experience academic success.

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."

