

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, December 4, 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**

Member at Large - **Kristen Feduck**



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

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SEAC Committee Meeting Agenda

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| Date& Time: | Wednesday, December 4 th , 2019, 6:00 p.m. |
| Location: | Board Room, Catholic Education Centre |
| Next Meeting: | January 8 th , 2019 |
| Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Kristen Feduck; Sue Simpson | |
| Administrative Officials: Laura Shoemaker, Gerald Foran | |

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| 1. Opening Prayer Welcome | L. Shoemaker |
| 2. Approval of Agenda Motion by: Seconded: | |
| 3. Declared Pecuniary Interest | |
| 4. Approval of the October 30th Minutes Motion by: Seconded | |
| 5. School System Operational Business 5.1. Autism Report | T. Battistella |
| 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 | |

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| 11. Adjournment | |
| 12. Action Items Place Holder | |
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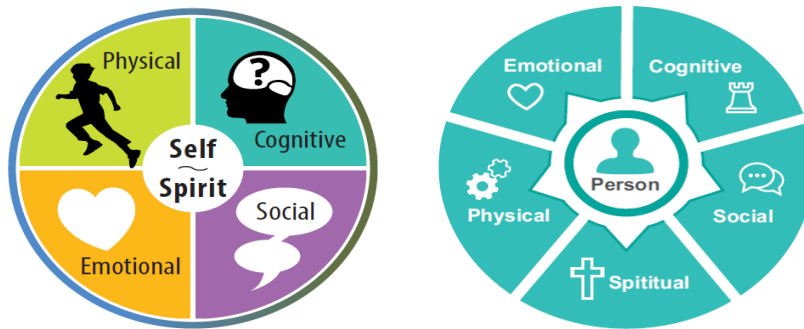


SEAC Committee Meeting Minutes

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| 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 | |
| Regrets: Stuart Cross, Sue Simpson | |

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| 1. Opening Prayer Modern Beatitudes video: https://youtu.be/ctcjNCrGyT8 Welcome | L. Shoemaker |
| 2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Kim Murphy | |
| 3. Declared Pecuniary Interest N/A | |
| 4. Approval of the October 2nd Minutes Motion by: Jeanne Gravelle Seconded: Tracey Weiler | |
| 5.School System Operational Business 5.1. Well Being Plan <ul style="list-style-type: none">The purpose of our Well-Being Strategy is to guide our work towards meeting the <u>cognitive</u>, <u>emotional</u>, <u>social</u>, <u>physical</u> and <u>spiritual</u> 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. | R. Olson |

- Two Models of Well Being:



- Three goals each year:

1. *Called to Belong:*



Students and staff feel a sense of belonging and inclusion in their learning community.



| 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/liturgies 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 MYPSP 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> |




2. *Gathered to Become:*

Students have equitable access to learning opportunities.

|   | 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> |

3. *Sent to Build:*

Building a culture of well-being that supports success for all in the WCDSB community.

|    | 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> |

6. *Ministry Updates (10 min)*

- CUPE reached the agreement and more funds are available for our board. We are moving to negotiations.

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| 7. SEAC Committee Functions <ul style="list-style-type: none"> • Waiting for “official” notice on the cancellation of ProGrant funding • IEP brochure to be updated and brought to SEAC Committee for comments and approval before it is posted and printed • Making sure that IEP checklist brochures are sent out with the reports • Discussions on how to further support the community – members to reach to their associations to find out what are they in need for. | |
| 8. Policy Advice to the Board N/A | |
| 9. Updates (20 minutes) 9.1. Association Updates <ul style="list-style-type: none"> • WRDSS: Evening Speaker Series - Ed Mahoney https://www.wrdss.ca/event/191 • WRFN – update on proceeds from John Gilbert’s golf tournament -proceeds to WRFN (\$3,800) 9.2. Trustee Updates Link for October Trustee updates: https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-october-2019/ | |
| 10. Pending Items <ul style="list-style-type: none"> • Video: John Franklin Stephens - highlights from his speech to the UN, https://articles.aplus.com/a/john-franklin-stephens-down-syndrome-speech-united-nations?rel=homepage • PD Day, October 25th – Universal Supports for Executive Functioning as they relate to students with Learning Disabilities (to be presented on December 4th SEAC meeting) | |
| 11. Adjournment Motion by: Jeanne Gravelle Seconded: Kim Murphy | |
| 12. Action Items Place Holder N/A | |
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Date: December 4th, 2019
To: SEAC
From: Director of Education, Superintendent of Learning: Special Education
Subject: Autism Report

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)

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

Alignment to the MYSP:

Nurturing Our Catholic Community:

Faith is lived and witnessed in community: To strengthen and cultivate school, parish and home relationships.

Students and Staff are healthy in mind body and spirit: To strengthen system commitment to school, student and staff spiritual health.

Everyone is included, respected and welcomed: To increase improved awareness respect of differences within our school communities.

Special Education Plan:

Section 8. pg.66, Section 18. pg.133

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, Board Certified Behaviour Analyst (BCBA)/Applied Behaviour Analysis (ABA) Facilitator and Child & Youth Care Worker (CYCW). 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.

BCBA's and ABA Facilitators are a group of dedicated professionals who focus on the application of Applied Behaviour Analysis and Universal Supports in the classroom for all students, especially those with a diagnosis of Autism Spectrum Disorder. 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, based on the principles of ABA. These strategies aid educators in promoting independence, preventing problem behaviours, increasing learning opportunities and assisting students in accessing the curriculum in a meaningful and inclusive way.

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. They also focus on teaching new skills and maintaining and generalizing existing skills. This could include the use of visual supports, reinforcement, prompts and prompt fading, data collection, environmental manipulations, transition supports and coaching/modelling of recommended strategies etc. 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 (IEP). They also develop and deliver training, workshops and resources to a variety of staff including Administrators, Classroom Teachers, Special Education Teachers, Educational Assistants and Child and Youth Care Workers.

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. Follow-up in classroom coaching and modelling (of recommendations) is provided using an evidence-based teaching procedure called Behavioural Skills Training.



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. The BCBA/ABA Facilitator can assist the school team around the development of individualized skill tracking, as outlined on the students IEP.

Furthermore, the BCBA/ABA Facilitators will be designing, developing and implementing a new After School Skill Development Program (ASSDP) across each of our five Secondary Schools for the 2019-2020 through 2021-2022 school years.

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.”