

# SPECIAL EDUCATION ADVISORY COMMITTEE

*Wednesday, December 2, 2020*

## 6:00 pm Teams Meeting

### 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  
Waterloo Region Family Network – **Sue Simpson**  
Members at Large – **Sarah Van Dyke**



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

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Kitchener, ON, Canada N2H 3Z1  
519-578-3660  
info@wcdsb.ca



## SEAC Committee Meeting Agenda

<b>Date&amp; Time:</b>	December 2 <sup>nd</sup> 2020 at 6:00 p.m.
<b>Location:</b>	Teams Meeting
<b>Next Meeting:</b>	January 6 <sup>th</sup> , 2020
<b>Committee Members:</b> Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke	
<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 November 4<sup>th</sup> Minutes</b>  Motion by: Seconded	
<b>5. School System Operational Business</b>  5.1. Mental Health Update	S. Porty
<b>6. Ministry Updates (10 min)</b>	
<b>7. SEAC Committee Functions</b>  7.1. Invitation Letter Review	All
<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>  Motion by: Seconded:	
<b>12. Action Items Place Holder</b>	



## SEAC Committee Meeting Minutes

<b>Date&amp; Time:</b>	November 4 <sup>th</sup> 2020 at 6:00 p.m.
<b>Location:</b>	Teams Meeting
<b>Next Meeting:</b>	December 2 <sup>nd</sup> 2020
<b>Committee Members:</b> Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke	
<b>Administrative Officials:</b> Laura Shoemaker, Gerald Foran	
<b>Regrets:</b> Sarah Van Dyke	

<b>1. Opening Prayer</b>  Welcome	G. Foran
<b>2. Approval of Agenda</b>  Motion by: Tracey Weiler Seconded: Karen Kovats	
<b>3. Declared Pecuniary Interest</b> N/A	
<b>4. Approval of the October 7<sup>th</sup> Minutes</b>  Motion by: Jeanne Gravelle Seconded: Tracey Weiler	
<b>5. School System Operational Business</b>  <b>5.1. Assistive Technology</b>  	C. Runstedler

## A few Highlights...

Home Training; switch shipped to the home; training done virtually via team meet with the parent, student, SET, Vision Teacher, principal



## Blue2 Bluetooth switch



More Highlights...the power of dictation...  
from 104 words to 538 words

It's so hot doggy Is there any  
near lakes you know I don't know  
any but I know one that's Four.

What's Wonder doggy. It's so hot.  
Okay doggie now we're at the  
Wake what do you want to do  
now that we're at the wake. Do  
you want to jump in doggie says.  
Who is now with cooled off  
where you want to go now  
doggie. Doggie says let's go out  
of this wood so we can not get  
hot and go somewhere very cool.  
Well there's only one place that's  
cool the dog house.

[illegible]

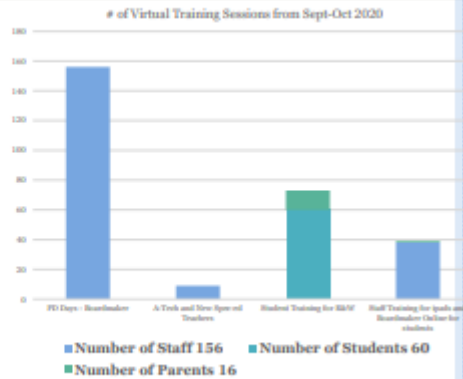
SEA – Special  
Equipment  
Amount

- Ministry of Education Grant; per pupil allotment
- Overall mandate is to provide hardware/software for students to help them access the curriculum
- Our main hardware platforms are chromebooks and ipads
- Our main software platforms are Read and Write for Google, Boardmaker Online, ipad apps and Proloquo2Go (communication app)

## SEA Application Process

SEA Devices currently used by Students	# of Students with SEA Devices
SEA Chromebooks	1035
SEA Laptops/Desktops	315
SEA iPad	321
Livescribe Pens	36
Reading Pens	2
Input with Proloquo2go; SEA; Kids Ability: Jumei	102
Dynavox	3
Low Tech Communication Devices (go talk, switches Big Mac etc...)	117
Laptops, chrome books, iPad for Vision Needs	71
CC-TV's	2
Braille Sense U/W	1
Eye Gate Systems	3
FM and Hearing Systems	190

## Virtual Training – Sept to Oct 2020



How we are supporting Students/staff/parents during Distance Learning

All training is done virtual via Team meets/Google meets

Read and Write Training – Individual Students

Ildi Kloiber – Itinerant LD trainer  
Chris Runstedler

Set up own Google Classroom

How we are supporting Students/staff/parents during Distance Learning

All training is done virtual via Team meets/Google meets

Boardmaker & Ipad Apps

Bridges-Canada conducts training as well as Chris Runstedler

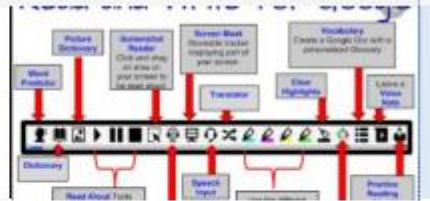
Done via Team meets with Staff

## Software Demo



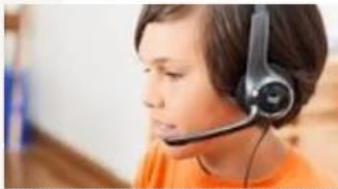
What is Reading Avenue? - Boardmaker

- ✓ 18 Thematic Units
- ✓ 120 books/1200 activities
- ✓ Printable Daily Lesson Plan
- ✓ Data collection activities
- ✓ Built-in communication supports
- ✓ Print and interactive components



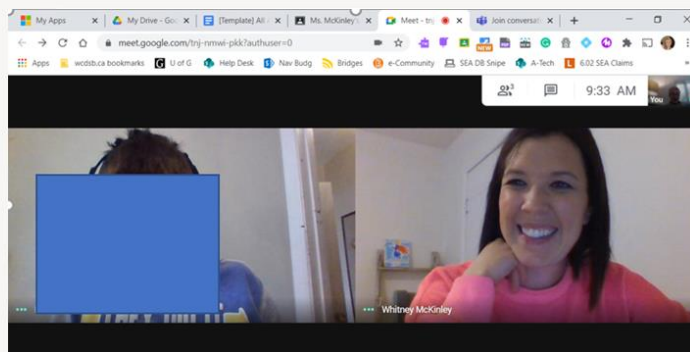
- Read and Write
  - For Google Docs
  - For Google Slides
  - For lesson page of Google Classroom, TELL
  - For Web support
  - For reading of PDF files
- Boardmaker Online
  - For Library and assessment apps
  - Visual feedback
  - Reading Assessment
  - Class Work Worlds

## Next Steps...following training sessions



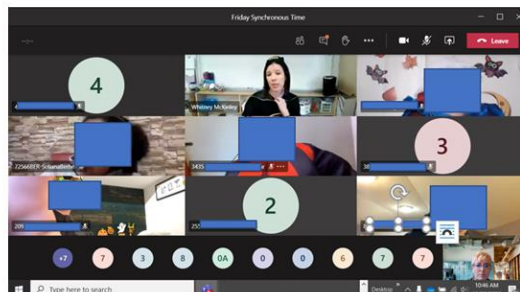
- **Student 1** – has IEP; **needs more training**; contact home school and let SET know, put him on training schedule with Ildi Kloiber our Itinerant A-Tech trainer
- **Student 2** – has IEP; using an iPad at home; contacted home school; asked for **chromebook to be sent home**; school to contact parent to get device to them

G. Foran



Nov 3, 2020

## Large Class training...Friday Synchronous Time



Q&A

## 5.2. Community Active Living



### Community & Active Living Program Review - WCDSB

Gerald Foran, Student Services - SEAC Nov. 4, 2020

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

- WCDSB MISSION STATEMENT

### Secondary School Special Education Programs

In some cases, students entering secondary school require a differentiated program as they work toward an Ontario Secondary School Diploma, an Ontario Secondary School Certificate or a Certificate of Accomplishment.

WCDSB operates three programs in each secondary school that have been designed for students with an IEP who have not met Level 1 grade 8 expectations:

- Essential Program
- ACTIVE Program
- Community Living Program



# Essential Program

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This program is designed for students whose Individual Education Plan (IEP) indicates the student is working on grade 5-7 expectations from the Ontario Curriculum in Mathematics and Science and/or English.

- In grades 9 and 10, students take special courses for credit in Mathematics, Science and/or English (these are locally developed courses approved by the Ministry)
- Also take a special education learning strategies course for credit
- Study workplace preparation courses in grades 11 and 12
- Students work towards completing the required 30 credits to earn an Ontario Secondary School Diploma

# ACTIVE Program

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Accomplishing Community/Certificate Training in View of Employment (ACTIVE)

## Who is the Program For?

- Developed for students entering Gr. 9 whose IEP indicates the student is working on Junior/Gr. 4/5 level expectations from the Ontario curriculum.

## What is the Focus of the Program?

- The program is designed to assist students with their transition from school to the workplace and/or community.
- Students may earn either a Certificate of Accomplishment and in some cases an Ontario Secondary School Certificate

# ACTIVE (continued)

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## How is Program Delivered?

- Students will be grouped for a portion of the day each semester. The congregated portion of the program will be designed and taught by Special Education Teachers. The program will focus on literacy, numeracy and personal life skills.
- For the other portion of the day, students will be integrated in a combination of other courses depending on the year, student interest and school offerings.
- A focus in the students' senior years will be community and work experiences.

# Community Living Program

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## Who is the Program For?

- Developed for students entering Gr. 9 whose IEP indicates the student is working on primary level expectations in the Ontario curriculum or on individualized alternate expectations.

## What is the Focus of the Program?

- The program is designed to assist students with their transition to supervised community involvement. Students will develop the personal life skills necessary to achieve their fullest level of independence within the school and wider community.
- Students earn a Certificate of Accomplishment

# Community Living (cont'd)

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## How is Program Delivered?

- Students will be grouped for a portion of the day each semester. The congregated portion of the program will be designed and taught by Special Education Teachers. A focus of functional literacy, functional numeracy and personal management skills
- For the other portion of the day, students will be integrated in a combination of other courses depending on the year, student interest and ability and school offerings
- A focus in the students' senior years will be the development of community links and independent living skills

# Community & Active Living Program Review

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## Next Steps

- Creation of a Logic Model to address: What do we need to do?, How will we do it?, How will we measure outcomes?
- Review proposed models
- Solicit input from a variety of stakeholders (Special Education Department Heads, Program Heads, Program Consultants, Network with school boards, Special Education Visioning Committee, SEAC, parents, students, community partners, ...)
- Currently no ministry assigned curriculum expectations for community or active living courses. Alternate expectations or "K" coded noncredit courses are left to the Special Education Teachers to design. Special Education Liaisons to assist with the development of creating expectations for alternative courses to ensure consistency.
- PD & Training for all secondary schools in Job Path Resource to take place Nov. 12<sup>th</sup> to better prepare students for community and job placements <https://www.facebook.com/767512773378296/videos/1510996585696574>

## Review (cont'd)

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- Focus on building independence skills
- Focus on a consistent variety of course selections for students
- Focus on community connections

## Your Voice

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Please see the link below to share your voice regarding the following question:

As we review the WCDSB Community & Active Living Programs, in your opinion, what are the KEY student learning needs and/or overall desired student goals/outcomes of this program?

<https://my.thoughtexchange.com/549610542>

<https://my.thoughtexchange.com/549610542>

### Q&A

#### 6. Ministry Updates (10 min)

Ministry made the announcement with the updates to assist school boards during the pandemic, but these updates will not affect special education (keeping special education consistent, stable and structured).

#### 7. SEAC Committee Functions


##### 7.1. Topics for the remainder of the school year

- December – Mental Health Update (Sharon Porty and Erin Schreiter)
- January – Role of Special Education Teacher (Laura Shoemaker)
- February – Working with EA and CYCWs and the behaviour skills model (Tee Battistella)

##### 7.2. Invitation Letter Review:

- Jeanne Gravelle and Tracey Weiler to send suggestions for the updates.

L. Shoemaker

<ul style="list-style-type: none"> <li>• Other suggestions: add eligibility criteria, send SEAC pamphlet with the invitation, invite organizations that do not have local offices to virtual meetings</li> <li>• Email invitations and call the organizations because many representatives are working virtually at this time.</li> <li>• Laura will check membership requirements with the Ministry</li> </ul>	
<b>8. Policy Advice to the Board</b> N/A	
<b>9. Updates</b> <b>(20 minutes)</b>  <b>9.1. Association Updates</b>  <b><u>WRFN</u></b> <ul style="list-style-type: none"> <li>• The WRFN School Issues Support Group will now be offered twice a month.</li> <li>• Added a daytime meeting on the second Tuesday of each month from 10 - 11:30 am and will also continue to offer a monthly evening session on the last Wednesday of each month from 7 - 8:30 pm.</li> <li>• WRFN will be launching fundraising appeal in mid-November. Stay tuned for more details.</li> </ul>  <p>WRFN School Issues Support Group 2020.r</p> <b><u>WWDSS</u></b> <ul style="list-style-type: none"> <li>• November 1 to 7 is Canadian Down Syndrome Week</li> <li>• The WRDSS changed its name to Waterloo Wellington Down Syndrome Society (WWDSS) now supporting Wellington County.</li> <li>• Hilary Gauld Camilleri from One for The Wall photography is sharing her campaign "Who We Are" in association with the WWDSS annual Calendar Campaign</li> <li>• WWDSS continues to offer Music Therapy, Teen Hangouts and Meetings for Adults for adults, via zoom.</li> </ul> <b>9.2. Trustee Updates</b>  <a href="#">WCDSB Board Meeting Bulletin - October, 2020</a>  Q&A	
<b>10. Pending Items</b> N/A	
<b>11. Adjournment</b>  Motion by Jeanne Gravelle Seconded: Kim Murphy	
<b>12. Action Items Place Holder</b>	



**Date:** December 2, 2020  
**To:** SEAC  
**From:** Director of Education, Superintendent of Learning: Special Education  
**Subject:** Mental Health and Well-being Update

**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)**

SEAC opportunities for informal and continuous consultation with SEAC are afforded at each SEAC meeting during which presentations are made about Special Education Programs.

**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:**

Special Education Plan, Section 9

**Background/Comments:**

Moving into the 9<sup>th</sup> month of the pandemic we are acutely aware of the toll that the pandemic has taken on the mental health of students, staff, and families. Given the interconnected nature of wellbeing across these groups, we have taken a multi-pronged approach to supporting our system by equipping all groups to:

- a) Recognize signs of emerging mental health difficulties
- b) Reduce stigma
- c) Promoting “help-seeking” and clarifying pathways to support
- d) Enhancing access to information about proactive practices that can promote wellness

Building on the foundation provided to educators about promoting a mentally health return to school in September, we have made a recorded presentation available to all staff, designed to meet these objectives and equip staff to engage in meaningful conversations with students to help elicit hope, self-reflection, and active engagement in self-care.



We have also enhanced the board's Mental Health and Wellbeing webpage (<https://www.wcdsb.ca/programs-and-services/mental-health-and-well-being-at-wcdsb/>) to provide a central spot that can equip staff, students, and families with information about maintaining wellness and how to get connected to supports during this difficult time.

In October 2020 we conducted a ThoughtExchange survey to parents, students and staff, to have a better understanding of how different members of the WCDSB community have experienced the return-to-school thus far. A broad array of thoughts and themes were shared, and our initial focus is to support staff, students and parents by reinforcing pathways to support and enhancing access to information/resources. As a follow-up to this data collection, we distributed a virtual flyer to all families across the system via School Messenger to ensure that parents/caregivers can check in with their children/teens and make sure they know about key services in our community that can provide support if they are struggling. This work will also be complemented with short videos for both our staff and student communities to raise awareness about resources they can find on the webpage. We are also providing our Administrators with Weekly Wellness Tips that can be shared in their communities.

Moving forward we plan to continue to work towards these same key objectives, and with a specific view towards enhancing wellbeing by reinforcing protective factors such as social connectedness. We will launch School Mental Health Ontario's Faith and Wellness Daily Mental Health resource (<https://smho-smso.ca/fw/>) and draw from these evidence-informed practices to promote intentional skill-building classroom activities that can promote wellness. These practices have been woven into the board's Anti-Bullying Week activities as a means of strengthening social connectedness, encouraging others, and incorporating wellbeing practices such as mindfulness. We will also extend some of these themes into Bell Let's Talk Day in January, and continue this work to fight stigma, reduce social isolation, and promote safe and positive school culture.

### 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."

