

# SPECIAL EDUCATION ADVISORY COMMITTEE

*Wednesday, November 4th, 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>	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>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 October 7<sup>th</sup> Minutes</b>  Motion by: Seconded	
<b>5. School System Operational Business</b>  5.1. Assistive Technology 5.2. Community Active Living	C. Runstedler G. Foran
<b>6. Ministry Updates (10 min)</b>	
<b>7. SEAC Committee Functions</b>  7.1. Topics for the remainder of the school year	L. Shoemaker
<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 Agenda

<b>Date&amp; Time:</b>	October 7 <sup>th</sup> , 2020 at 6:00 p.m.
<b>Location:</b>	Teams Meeting
<b>Next Meeting:</b>	November 4 <sup>th</sup> 2020
<b>Committee Members:</b> Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sarah Van Dyke	
<b>Administrative Officials:</b> Laura Shoemaker, Gerald Foran <b>Regrets:</b> Sue Simpson	

<b>1. Opening Prayer</b>  <b>Welcome</b>	L. Shoemaker
<b>2. Approval of Agenda</b>  Motion by: Tracey Weiler Seconded: Jeanne Gravelle	
<b>3. Declared Pecuniary Interest</b> N/A	
<b>4. Approval of the September 9<sup>th</sup> Minutes</b>  Motion by: Karen Kovats Seconded: Jeanne Gravelle	
<b>5. School System Operational Business</b>  <b>5.1 ABA/BCBA Report</b>   <b>Waterloo Catholic District School Board</b> Quality, Inclusive, Faith Based Education  <b>Supporting Students on the Autism Spectrum using Evidence-Based Practices</b>  October 2020	L. McDonald

## Continued areas of focus:

Universal Supports (US)  
Applied Behaviour Analysis (ABA)  
Behavioural Skills Training (BST)

## Levels of Support

In-school team:

- Classroom Teacher
- Special Education Teacher
- Special Education Program Head (Secondary)
- Administration
- Educational Assistant (EA)
- Child and Youth Care Worker (CYCW)
- Designated Early Childhood Educator (DECE)

## Additional services/supports for in-school teams:

- Pre-school transition
- Within & Out of board transition
- Newly diagnosed
- New assessment- drive IEP review
- Times of change, challenge & transition
- Professional development

## Additional Services/Supports:

### Collaborative Team:

- Special Education Liaison
- Speech-Language Pathologist
- Psychoeducational Consultant
- Social Worker
- Board Certified Behaviour Analyst (BCBA) or ABA Facilitator

### Additional Services:

- Itinerant Teacher of the Deaf and Hard of Hearing
- Consulting Audiologist
- Itinerant Teacher of the Visually Impaired
- Itinerant Teacher the Gifted
- Community Transitions Support Worker
- Communication Disorder Assistant
- Mental Health Lead
- Special Education Assistive Technology Resource Teacher

## The Role of the BCBA/ABA Facilitator

Assigned to a Family of Schools (FOS)  
In-school and virtual

- Collaborate with in-school and other Collaborative Team members
- Training and application of Universal Supports and the implementation of a variety of evidence-based ABA strategies
- Focus on building capacity with school staff to assist in student skill acquisition, independence and inclusion
- Data collection, review and analysis to inform programming, IEP and BSP development, implementation and monitoring
- Develop and deliver training using evidence based practice (BST), workshops and resources to school staff
- Provide families with resources about ASD and ABA strategies

## The Role of the BCBA/ABA Facilitator

Consultation & Full Referral to ABA support

### Consultation may include:

- School team case conference
- Gather information, review student profile
- Complete school-based observation(s) to determine target behaviours
- Collect, analyze and review ABC data with school staff to inform development of BSP, if applicable, in collaboration with CYCW as required

### Full Referral may include:

- Completion of all aspects outlined in Consultation Support
- In-school coaching and modeling of ABA strategies
- Collaboration with school based CYCW, SLP etc. as applicable
- Additional follow-up meeting with parents is available

## Professional Development 2020-2021

Universal Supports Part 3  
Supporting Student Transitions  
Behavioural Skills Training  
PEERS

- Ongoing professional development is available to all staff, from across disciplines e.g. BCBA, SLP, A- Tech etc.
- Main focus continues to be Universal Supports- “essential for some, beneficial for all”
- All training is done using an evidence-based 4-step teaching model: Behavioural Skills Training (BST)
- Ongoing development of online resources created for staff and families
  - [Parent Resources for Covid Skill Building](#)
  - [Core Resources for September Return to Learn](#)
- PD is tracked by date, topic and targeted staff

Parent Resources:

<https://drive.google.com/drive/folders/1DVR8mBRd1XPF9sCMIwkhQJEJmH3OKB2?usp=sharing>

Q&A

### 5.2. Mental Health Report

"Experts" share tips on return to school - YouTube

[https://www.youtube.com/watch?time\\_continue=4&v=PNZwnRn2Rh0&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=PNZwnRn2Rh0&feature=emb_logo)

S. Porty





## The First 10 Days (and Beyond)

Creating Caring Connections and Supporting Student Mental Health and Well-Being During the Return to School

### Getting ready

It is the start of a school year like no other. Something none of us prepared for, and for which there are few roadmaps or signposts to guide us. We are welcoming students back to school during a moment in time when there are more questions than answers. So, how do we proceed?

#### We proceed together.

It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another. *Wheatley (2004) Disturb Me, Please*

#### We learn.

We need to learn about safety protocols and, in some settings, find strategies for straddling physical and remote learning. But to truly receive students well, honouring the vast range of experiences and emotions that they will bring in their backpacks, we need to educate ourselves about other things too.

We need to reflect deeply on instances of systemic racism and anti-Black racism, anti-Asian racism and anti-Indigenous racism in our society, and on the inequalities that have been amplified through the pandemic. We need

<https://smho-smso.ca/wp-content/uploads/2020/08/The-First-10-Days.pdf>



... Photo by: [Katerina K.](#)

together we  
can do hard  
things

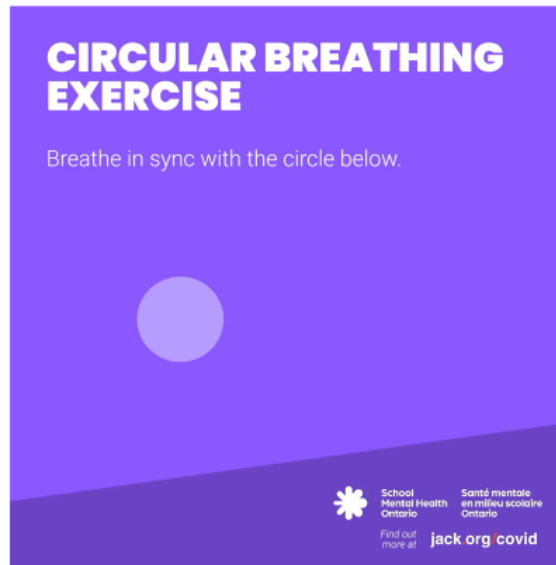
we don't  
need all the  
answers to  
get started

Relationships before rigor.  
Grace before grades.  
Patience before programs.  
Love before lessons.



We're keeping in mind...

- This might be the first time the students have worn a mask.
- This might be the first time in 6 months that they have socialized with friends.
- This might be their first time in 6 months they have left their home without their parent/caregiver.
- We are all still learning to be tolerant of uncertainty.
- We may go through a period of discomfort before getting to a place of comfort and safety.



## Our Focus for 2020-2021

- Promoting meaningful connection
- Tier One programming targeting specific skills that can be adapted for both learning formats
- Ensure all students, staff, and parents/caregivers can identify how to get help
- Responsive, adaptable Tier Two and Three supports for students who are struggling

### 6. Ministry Updates (10 min)

6.1. Durham District School Board SEAC Letter to the Minister of Education; September 2020

Spec incident portion – grant for students with complex needs. We know that students will require one or more people for support during the day. Asking for extension of deadline. SIP deadline might have to be extended at this time.

L. Shoemaker

### 7. SEAC Committee Functions

Reaching to new committee members - virtual

### 8. Policy Advice to the Board

N/A

### 9. Updates (20 minutes)

<p><b>9.1. Association Updates</b></p> <ul style="list-style-type: none"> <li>• WRDDS - Virtual Buddy Walk exceeded expectations and raised around \$57,000.</li> <li>• WRFN - The School Issues Support Group met virtually on Wednesday September 30th with guest Catherine Legere, Social Worker with Sunbeam Developmental Resource Centre presenting on anxiety. KidsAbility has re-opened its Kitchener site (this week) where the WRFN office is located. We will now start to plan a return to our office. Even though some of us will return to the office, all WRFN programs will continue to be offered via email, phone and through virtual platform for quite some time.</li> </ul> <p><b>9.2. Trustee Updates</b></p> <p>September Board of Trustees Meeting:  <a href="https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-september-2020/">https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-september-2020/</a></p>	
<p><b>10. Pending Items</b> N/A</p>	
<p><b>11. Adjournment</b></p> <p>Motion by: Jeanne Gravelle  Seconded: Kim Murphey</p>	
<p><b>12. Action Items Place Holder</b></p>	



**Date:** November 4, 2020  
**To:** SEAC  
**From:** Director of Education, Superintendent of Learning: Special Education  
**Subject:** Assistive Technology in the New Learning Environment – Remote/Virtual Training and How we are Reaching Students and Staff

**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)**

### 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:

Model for the Delivery of Special Education Program and Services

- Use specific assistive technology instructional accommodations and/or modifications to support the learning needs of students.
- Training and resources are provided to school staff and students around assistive technology software/hardware including Read and Write, Boardmaker Online, ipad apps. The assistive technology tools allows for access to the curriculum as determined by the learning needs of students as identified on their IEP.

### Background/Comments:

*Questions the Director would like addressed in this report:*

- a) *What is the concern or issue you are discussing?*
  - a. *Assistive technology – how students/teachers are provided with training and resources*
- b) *What is the profile of students to which this topic applies?*



- a. *Students will have a range of needs depending on accommodations/modifications they require as outlined in their IEP; common categories include students with learning disabilities and developmental delays.*
- c) *What are the goals/aspirations we set?*
  - a. *Students can access the curriculum using assistive technology that meets their learning needs*
- d) *What are the strategies we employ or understanding we foster?*
  - a. *Through training we develop an understanding and ability to use the respective software (Read and Write, Boardmaker Online, ipad apps) so that staff and students are proficient at using these tools to access the curriculum*
- e) *What resources do we employ to assist our strategy?*
  - a. *Virtual training for students, staff, classes*
  - b. *Online resources for staff (handouts/videos) to supplement their use/knowledge of the assistive technology tools*
  - c. *Virtual support for parents*
  - d. *Virtual Staff meeting presentations to further the awareness and understanding for the various assistive technologies and how they can support student learning.*
- f) *What metric do we use to assess our efficacy?*
  - a. *Demonstration and application of learned software skills by the students/staff*
  - b. *Anecdotal observation/comments*
  - c. *Monitoring feedback from SET/CT determining if tools have been applied to learning situations*
  - d. *Improved ability for students to access the curriculum (ie. Increased length of written responses) as monitored by the CT/SET*

### **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."

