

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, February 3, 2021

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

Date& Time:	February 3, 2021 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	March 3, 2021
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke	
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 January 6th Minutes Motion by: Seconded	
5. School System Operational Business 5.1. Peers 5.2. Definition of High Needs	T. Battistella J. Mackenzie L. Shoemaker
6. Ministry Updates (10 min)	
7. SEAC Committee Functions N/A	
8. Policy Advice to the Board	
9. Updates (20 minutes) 9.1. Association Updates 9.2. Trustee Updates	

10. Pending Items	
11. Adjournment Motion by: Seconded:	
12. Action Items Place Holder	




SEAC Committee Meeting Minutes


Date& Time:	January 6, 2021 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	February 3, 2021
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke	
Administrative Officials: Laura Shoemaker, Gerald Foran	
Regrets: Sue Simpson, John Gilbert	


1. Opening Prayer Welcome	L. Shoemaker
2. Approval of Agenda Motion by Kim Murphy Seconded: Karen Kovats	
3. Declared Pecuniary Interest N/A	
4. Approval of the December 2nd Minutes Motion by Kim Murphy Seconded: Tracey Weiler	
5. School System Operational Business 5.1. Ontario Disabilities Employment Network (ODEN) presentation by Bob Vansickle <ul style="list-style-type: none">Plan it to implement ODEN in all high schools this year (at least part of the resource due to the current situation)	B. Vansickle

WHO IS: Ontario Disability Employment Network



 The Ontario Disability Employment Network is a professional body of employment service providers united to increase employment opportunities for people who have a disability.








 We have over 147 member agencies, all in the business of helping people with a disability get into the workforce.

 Members are from every corner of the province and support people of all disability types. Beyond Ontario, we have connections with organizations in most provinces and territories of Canada



Why Work???



-  Being included
-  Learn new skills
-  Meet new people (strong social networks)
-  Have something meaningful to do
-  Earn money = achieve life goals (e.g., better living conditions, vacations, 'things')
-  Having an identity – “What do you do?”
-  Dignity

Expectations



The Tyranny of Low Expectations



"Those who set the early expectations for people with disabilities - parents, school administrators, employers and care givers - usually have the best of intentions. Nevertheless, many unwittingly engage in the tyranny of low expectations, seeing deficits, not strengths. Disability, not ability. And people with disabilities pick up those messages. When the world doesn't expect much of you, it's hard to expect much of yourself. It's hard to believe in yourself when others don't."

Carol Glazer

National Organization on Disability

<https://time.com/4423844/americans-with-disabilities-act-expectations/>

School Board Transition Plan		College CICE Program	12 Employment Services represented
T R A N S I T I O N	Post High School		
	Residence/ Day Program	- Jim Flaherty & Christine Elliott	- ALL promoted people with a disability to work for less than min. wage or no pay at all in private sector
	Leisure/Recreation		
	Post Secondary Education	- ODSP IS Application at Graduation	
	Volunteer Work		
	Other		

Employment Outcomes

- In Canada only 26.1% of working age people with an intellectual disability are employed, almost 40% have never worked (Achieving social & economic inclusion, June 2011, CACL)

Sarnia-Lambton Employment Transition Model

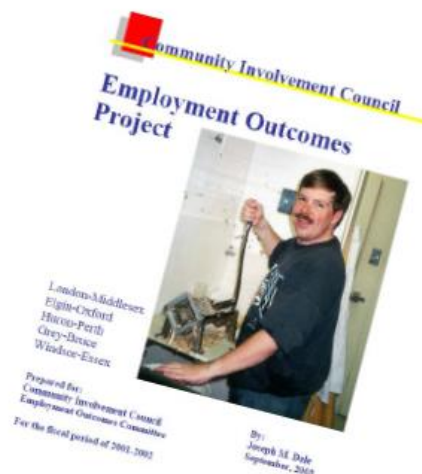


- Summer Jobs Service (program of Community Living Sarnia)
- School Board community-based work-experience placements
- College's Community Integration through Cooperative Education
- jobPath Employment Discovery Pathways
 - Secondary Schools – stepped curriculum starting in Grade 9
 - Secondary school and CICE Grads referred to Community Living Sarnia after graduation

People CAN be gainfully employed



- 2003 Employment Outcomes Study
 - Data from 1997 to 2003 SW Ontario
 - 2,500 people
 - All disability types



People Who Have Disabilities Can Work



2003 Employment Outcomes Study

- 2,500 people
- All disability types

	Finding	Retaining
Intellectual	64%	52%
Mental Health	48%	25%
Hearing	40%	29%
Learning	40%	27%
Physical	35%	24%

Opportunity is on the rise!



Improved Awareness

- People who have a disability more included in society
- Increased awareness and willingness of business community
- More people who have a disability interested in working

<https://www.youtube.com/watch?v=u0aL6WYdbhs>

START EARLY

At home

- Chores and responsibilities
- Explore interest and provide opportunities to find passion
- Functional life skills – personal hygiene, dressing, eating



Chores By Age

2 - 3 Years Old	4 - 5 Years Old
<input type="checkbox"/> Make bed <input type="checkbox"/> Take clothes to laundry room <input type="checkbox"/> Put away laundry <input type="checkbox"/> Pick up toys <input type="checkbox"/> Dust furniture <input type="checkbox"/> Feed pets <input type="checkbox"/> Put clothes in dryer <input type="checkbox"/> Match socks <input type="checkbox"/> Clear place after meals	<input type="checkbox"/> Set the table <input type="checkbox"/> Clear the table <input type="checkbox"/> Help cook dinner <input type="checkbox"/> Carry and put away groceries <input type="checkbox"/> Water plants <input type="checkbox"/> Take sheets off bed <input type="checkbox"/> Sort laundry <input type="checkbox"/> Pull weeds <input type="checkbox"/> Make a snack <input type="checkbox"/> Fold towels
6 - 9 Years Old	10 - 15 Years Old
<input type="checkbox"/> Vacuum <input type="checkbox"/> Fold laundry <input type="checkbox"/> Put away laundry <input type="checkbox"/> Sweep the floor <input type="checkbox"/> Clean counters <input type="checkbox"/> Empty dishwasher <input type="checkbox"/> Help cook (wash produce, find ingredients, simple cutting) <input type="checkbox"/> Get mail <input type="checkbox"/> Rake Leaves	<input type="checkbox"/> Do laundry <input type="checkbox"/> Mow the lawn <input type="checkbox"/> Wash the car <input type="checkbox"/> Cook a meal <input type="checkbox"/> Wash dishes <input type="checkbox"/> Clean the bathroom <input type="checkbox"/> Take out trash <input type="checkbox"/> Wax the floor <input type="checkbox"/> Supervise younger siblings <input type="checkbox"/> Load Dishwasher

Make your own at TheTripClip.com

[Chores Your Child Should Be Doing](https://www.popsugar.com/family/photo-gallery/42114265/image/42114272/Chores-Kids-Ages-2-3) at Popsugar.com

<https://www.popsugar.com/family/photo-gallery/42114265/image/42114272/Chores-Kids-Ages-2-3>

ELEMENTARY SCHOOL YEARS

IEP (Individualized Educational Plan) – LIFE GOAL: EMPLOYMENT

Start early – think of the IEP as the road map to transition to your life goal: Employment




What skills do you need to be a good employee?

Dependable, motivated and reliable!

Begin to include the student in the IEP process before leaving school -teaches them advocacy

ELEMENTARY SCHOOL YEARS

At school & home

-  Functional academics – telling time, reading, writing
-  Social Emotional Learning – self-awareness, self management, social awareness, relationship skills
-  Executive functioning skills – making decisions, planning actions and generating responses based on environmental demands

Executive Functioning Skills

 Planning is the ability to figure out how to accomplish our goals.	 Organization is the ability to develop and maintain a system that keeps materials and plans orderly.
Time Management is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.	 Task Initiation is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.
 Working Memory is the mental processes that allow us to hold information in our minds while working with it.	 Metacognition is being aware of what you know and using that information to help you learn.
Self-Control is the ability to regulate yourself, including your thoughts, actions, and emotions.	 Attention is being able to focus on a person or task for a period of time and shifting that attention when needed.
 Perseverance is the ability to stick with a task and not give up, even when it becomes challenging.	 Flexibility is the ability to adapt to new situations and deal with change.






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ELEMENTARY SCHOOL YEARS

BRING ODEN and Agencies to speak to families!

Provide families with an opportunity to hear about:

-  Importance of starting early
-  The need for chores and responsibilities
-  The importance of summer jobs and after school jobs
-  What services are available in the community to support summer employment and after school
-  Inspire them to dream BIG!

THURSDAY, JUNE 6TH
7:00 PM TO 9:00 PM

Employment: The Gold Standard for Inclusion. The Family's Role.



Come and learn about the rewards of working, planning early and what families can do to ensure success!

Location

Dundas Valley
Mortimer School
4 Ramp Drive
Hamilton, ON L9M 2H6

Questions can be sent to
Sarah Cornejo
contactus@dsah.ca
905-620-0121

The Down Syndrome Association of Hamilton has contracted the Ontario Disability Employment Network, ODEN, to do a series of speaking engagements on employment. ODEN will cover topics such as the importance of setting higher expectations, planning for work early and thinking of competitive employment as a viable option and the natural progression for people who have Down syndrome once they leave the school system, similar to their peers without a disability.

Join us for an open conversation about the future!

RSVP by Monday, June 3rd. Sign up by visiting
<https://employment-the-gold-standard-for-inclusion.eventbrite.ca>





Childcare is not available but if this is a barrier for any family, please let us know so that we may problem-solve together. Light refreshments will be served.



HIGH SCHOOL SCHOOL YEARS

Career Development & Exploration

-  Co-Op placements in the general workforce, as other students
-  Include Career Planning as part of school experience – example: Career Cruising or myBlueprint

Employment Discovery Curriculum

Programs you can access:





-  Summer Employment Transitions
-  JobPath



HIGH SCHOOL SCHOOL YEARS

The number one indicator of successful labour attachment after school for students with disabilities is having had ONE paid job before leaving high school!

Supports in the community:

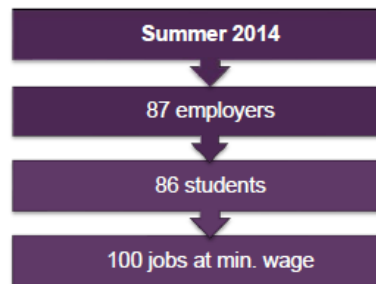
-  Youth Job Connections
-  Youth Job Connections SUMMER
-  Summer Company
-  KW Habilitation

Preparing for the Demand SUMMER TIME!



Summer Employment Transitions

- Students 16-29 yrs of age
- In school and returning
- All disability types
- Summer job coaches are students themselves (college/university)
- Job coaches search for summer jobs
- Job coaches act as peer models while providing on the job training
- Job coaches can also help with workplace adjustment



<https://vimeo.com/104623286>

What Can Families Do?



- **Start early**
 - At home
 - At school – Homework!!!
- **Summer & after school jobs**
- **Put pressure on the system**
 - **Ministry of Education**
 - Resources for community-based work experience (e.g., travel expenses, EA supports for job coaching)
 - **MLTSD & MCCSS**
 - Support for after school and summer jobs
 - Adequate clinical supports on the job (e.g., job coaching, and accommodation supports)



Raise your OWN expectations!

Expect that a job will be the natural progression for people who have a disability once they leave the school system



Q&A

6. Ministry Updates (10 min)

- Elementary students will be returning to face to face learning on January 11th and secondary on January 25th (announced on December 21st)
- Expecting new announcement with updated information regarding return but both elementary and secondary high needs special education students will be returning to face to face learning on January 11th

7. SEAC Committee Functions

- Final invitation letter reviewed and accepted
- Emails to be sent out to organizations that have previously been represented on SEAC

All

8. Policy Advice to the Board

N/A

9. Updates (20 minutes)

9.1. Association Updates

- WWDSS is currently offering: Virtual cooking classes, Reading/Literacy classes, social skills groups, Teen Hangouts, and an Evening Speaker Series for caregivers/educators.
- WRFN is partnering with KidsAbility and the cities to offer a virtual Camp Info Fair in early February. A flyer with full details will be available soon. This event will focus only on camps and not on other recreation opportunities as in the past. We will likely host a rec session at another time.

9.2. Trustee Updates <ul style="list-style-type: none"> • https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-december-2020 	
10. Pending Items N/A	
11. Adjournment Motion by Jeanne Gravelle Seconded: Tracey Weiler	
12. Action Items Place Holder	



Date: February 3rd, 2021
To: SEAC
From: Director of Education, Superintendent of Learning: Special Education
Subject: Social Skills Development Program- PEERS Curriculum for School Based Professionals

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 plan for accessing services for Secondary students with special education needs to support the development of social skills.

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 9. pg.107

Background/Comments:

After receiving funding from the Ministry of Education to support the development and implementation of a Social Skills Development Program across the 2019-2020, 2020-2021 and 2021-2022 school years, Waterloo Catholic District School Board selected the evidence-based PEERS Curriculum for School Based Professionals. In the first year of implementation, students at each Secondary site were referred to the group by the Special Education Teacher (SET) and in-school team. In-school teams including the SET and the Child and Youth Care Worker (CYCW), worked directly with a Board Certified Behaviour Analyst (BCBA) to facilitate training. Facilitators delivered group lessons using a Behavioural Skills Training format (evidence-based teaching strategy), in which students are given an opportunity to role play and receive feedback on their learning.

The overall goal for the ongoing implementation of the PEERS program is based on a train the trainer model. Once in-school staff observed and received training on the PEERS curriculum, board level staff would be available for consultation and guidance as required. The intention being that in-school teams would be able to run their own PEERS groups on a continuous basis throughout the following school year(s), building capacity across



the system. A multidisciplinary team of Secondary CYCWs, an SLP and a BCBA were provided with intensive training via UCLA and are now Certified Telehealth Providers of the PEERS curriculum. Due to school closures in the Spring of 2020, there was not an opportunity to complete the program in our Secondary schools. The BCBA was however, able to connect with families via email and phone call during school closure to review individual goals, provide information and resources to families and field questions and concerns related to the development and generalization of social skills.

During the 2020-2021 school year, BCBAs developed and continue to deliver a hands-on training for all Elementary CYCWs, with the expected outcome being that all CYCW's will be equipped to implement a series of PEERS groups within their own school by September 2021-2022. BCBAs continue to work with Secondary school teams to support the implementation of PEERS groups, both in-person and virtually throughout the current school year.

Further to this, BCBAs have developed a series tip sheets, handouts and other resources for staff to support the continued implementation of PEERS curriculum for students both in the school and in the virtual environment.

The future roll out of PEERS for Pre-schoolers will be available to all Elementary school teams, with the support of a BCBA, once the program is finalized and training of staff is complete.

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."