

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, February 1, 2023, at 6:00pm

Hybrid Meeting:

In-Person: St. Francis (2nd Floor) Catholic Education Centre

Online: [Click here to join the 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.*

CO-CHAIRS: Cindy Benedetti and Laura Shoemaker

MEMBERS

WCDSB Trustee - **Bob Sikora**

WCDSB Trustee - **Sally Fuentes**

Waterloo Regional Down Syndrome Society - **Kim Murphy**

Waterloo Regional Police - **John Gilbert**

Family and Children's Services of Waterloo Region - **Cindy Benedetti**

Waterloo Region Family Network - **Erin Sutherland**

Centre for ADHD Awareness - **Daina Colbourne**

International Dyslexia Association Ontario - **Laura Shoemaker**

Member at Large - **Jeanne Gravelle**



**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 1, 2023, at 6:00 p.m.
Location (Hybrid):	In-Person: St. Francis (2 nd Floor), Catholic Education Centre Online: Via Teams Click here to join the meeting
Next Meeting:	March 1, 2023
Committee Members: Kim Murphy, John Gilbert, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Bob Sikora, Sally Fuentes	
Administrative Officials: Gerald Foran, Erin Lemak	

1. Opening Prayer Welcome	Erin Lemak
2. Approval of Agenda Motion by: Seconded:	
3. Declared Pecuniary Interest	
4. Approval of the January 11th minutes Motion by: Seconded:	
5. School System Operational Business 5.1. Assistive Technology	E. Mazan Assistive Technology Resource Teacher
6. Ministry Updates (10 min)	
7. SEAC Committee Functions	
8. Policy Advice to the Board	
9. Updates 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 11, 2023, at 6:00 p.m.
Location (Hybrid):	In-Person: St. Francis (2 nd Floor), Catholic Education Centre Online: Via Teams Click here to join the meeting
Next Meeting:	February 1, 2023
Committee Members: Kim Murphy, John Gilbert, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Bob Sikora, Sally Fuentes Alternate Members: Karen Applebee, Gillian Haden Administrative Officials: Gerald Foran, Erin Lemak Regrets: N/A	

1. Opening Prayer Welcome Introduction of new members: <ul style="list-style-type: none">• Bob Sikora - WCDSB Trustee• Sally Fuentes - WCDSB Trustee• Renee Kraft - WCDSB Trustee Alternate• Laura Shoemaker - International Dyslexia Association (eff. Feb 1st)• Jeanne Gravelle - Member at Large (eff. Feb 1st)	Erin Lemak Gerald Foran
2. Approval of Agenda Motion by: Kim Murphy Seconded: Sally Fuentes	
3. Declared Pecuniary Interest N/A	
4. Approval of the December 7th Minutes Motion by: Erin Sutherland Seconded: John Gilbert	
Electing the Chair and Co-chair: <ul style="list-style-type: none">• Showed Interest to Co-chair:<ul style="list-style-type: none">○ Cindy Benedetti, FACS○ Laura Shoemaker, IDA Ontario <i>Motion to accept Laura Shoemaker and Cindy Benedetti as SEAC Co-Chairs effective February 1st, 2023.</i> <i>Motion to accept: Karen Applebee</i> <i>Seconded: Kim Murphy</i>	



5. System Operational Business

5.1. Community Transitions

• Role of Community Transition Support Worker

- Familiarize teachers, students, and parents with the transition planning process (as early as grade 9)
 - Provide detailed information about the range of services and programs within the community to support the student's transition
 - Assist students in making a successful transition from school to work, further education, and community living.
 - Establish a working relationship with representatives of agencies and/or organizations that will be providing supports after the student leaves school
 - Meet with families to discuss the transition process which can include assisting with the application process for services including DSO, ODSP, SSAH, and OAP funding.
 - Participating on committees and working groups that develop resources, programs, transitional protocol, and pathways for students receiving Special Education supports
 - In collaboration with the schools and WCDSB Co-Op Departments, assist with securing co—operative learning opportunities, community placements, and/or experiential learning opportunities through the Community Connections Program.
 - A Collaborative Centered Approach
 - Collaboration with Community Agencies and Employers
 - Participating in the ASD Collaborative and the POWR Group (Passport Opportunities Waterloo Region) Quarterly Meetings
 - Hosting yearly Transition Information Evenings at the high schools for students, parents, and caregivers with community agencies in the KW Region in attendance
 - Establishing partnerships with agencies/employers to ensure students have opportunities to attend programs, co-op placements, experiential learning experiences while attending High School and post –secondary with supports as required.
 - Partnering with Conestoga College CICE Program to provide families with an information session for students interested in post secondary studies.
 - Collaborate with Families/Caregivers by:
 - Meeting with families throughout the school year to help with the transition process, goals, and funding applications
 - Providing families with resources and supports to community agencies
- Q&A

F. Cruz
Community
Transitions
Support
Worker

5.2. Project Search

- Partnership with KWHabilitation and St. Mary's hospital
 - St. Mary's General Hospital provides a Business Liaison, an on-site classroom and a variety of internships that teach core skills related to that business or industry
 - Waterloo Catholic District School Board provides a teacher, employability skills curriculum and student interns.
 - KWHabilitation provides skills training and job development for interns at the St. Mary's General Hospital and in their initial job.
 - Families bring a new perspective, give valuable feedback to the team, add an additional voice for student selection, and facilitate the Family Involvement program.

E. Lemak
Principal of
Student
Services



<div data-bbox="191 252 1312 798"> <p>August/September Gaining competitive skills is the focus throughout the year to reach the goal of employment May/June</p> <p>1st Co-op/ Internship 2nd Co-op/ Internship 3rd Co-op/ Internship</p> <p>Begin with 3-week orientation and staggered starts Transition Week Transition Week Graduate and start work</p> <p>X Regular Employment Planning Meetings</p> <p> Project SEARCH™</p> <p>RG-B3a 03/2019 @ProjectSEARCH 1</p> </div> <div data-bbox="191 798 1312 1591"> <ul style="list-style-type: none"> • Student Eligibility Criteria: <ul style="list-style-type: none"> ➢ Is at least 18 years of age, has not graduated from high school, is on an IEP, and has an identified intellectual or developmental disability ➢ Has finished their high school program or credits needed to graduate ➢ Has agreed that Project SEARCH will be their last year of school, and has the goal of working at the end of the program ➢ Accepts feedback and can change behaviour with teaching ➢ Will be able to follow the rules (policies, procedures, guidelines) of the host business ➢ Will complete travel training to ensure they are able to get to/from and around the host business by themselves, and will use public transportation when available ➢ Is committed to working in the community (at least 16 hours per week) at the end of the program • Outcome measures are based on a rigorous definition of competitive employment that includes the following criteria: <ul style="list-style-type: none"> ➢ Competitive employment in an integrated setting - Year-round, non-seasonal employment ➢ 16 hours/week or more ➢ Prevailing wage • Parent information night in February • Application packages will be sent in March to department heads • Steering committee will review the applications and determine who will be accepted <p>Q&A</p> </div>	
<p>6. Ministry Updates (10 min)</p> <p>7.</p> <ul style="list-style-type: none"> • Tutoring funds extended until March 2023 	<p>G. Foran</p>
<p>8. SEAC Committee Functions N/A</p>	
<p>9. Policy Advice to the Board N/A</p>	



<p>10. Updates</p> <p>10.1. Association Updates</p> <ul style="list-style-type: none">• WWDSS<ul style="list-style-type: none">➤ WWDSS continues to offer our members cooking classes, speech and music social groups for all ages, Teen & Adult Hangouts, New Parent Program, Mother's Connection, an Evening Speaker Series, and so much more!• WRFN<ul style="list-style-type: none">➤ Kaleidoscope Kids – it is now running every Thursday from 3 – 5 pm at KidsAbility in Waterloo. This is a partnership program between WRFN and KidsAbility offering a drop-in play group for parents and their child to attend.➤ At WRFN, we strive to be equal champions of diversity and inclusion for everyone. In our efforts to uphold this commitment, we are excited to be partnering with Prime Target Consulting, led by Ayo Owodunni. Ayo and his team will walk side by side with WRFN to ensure every step of the process is simple, seamless, and effective. We look forward to traveling this journey and to learning together.• CADDAC<ul style="list-style-type: none">➤ Newsletter• IDA Ontario<ul style="list-style-type: none">➤ Literacy and Learning Conference – Toronto, April 14&15, 2023 (details)	
<p>11. Pending Items N/A</p>	
<p>12. Adjournment</p> <p>Motion by: Kim Murphy Seconded: Karen Applebee</p>	
<p>13. Action Items Place Holder</p>	



Date: February 1st, 2023
To: SEAC
From: Director of Education, Superintendent of Learning: Special Education
Subject: Assistive Technology

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)

Universal Design for Learning – “Essential for some, beneficial for all”

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:

In order to assist students, who present with a wide range of needs and challenges, to better access the Curriculum:

- Use of different assistive technology devices is trialled with a student
- The device that addresses the need of the student is selected and a claim is put forward
 - ✓ Where possible, the student is given a loaner device to use while waiting for the SEA claim
 - ✓ The student's IEP is updated with these accommodations/modifications
- Training is provided to the student and staff working with the student to ensure maximum success for the student
 - ✓ Training includes (but not limited to):
 - Read & Write for Google
 - Boardmaker 7 Online
 - iPad APPs (Numeracy and Literacy APPs)

Background/Comments:

Questions the Director would like addressed in this report:

- a) *What is the concern or issue you are discussing?*
 - *How does Assistive Technology support students with various needs/challenges as well as staff?*



- b) *What is the profile of students to which this topic applies?*
 - Students with a range of needs/challenges, depending on accommodations/modifications outlined in the IEP
 - Common categories include students with:
 - Learning Disabilities
 - Developmental Delays
 - Visual impairments
 - Speech challenges/delays
- c) *What are the goals/aspirations we set?*
 - To be able to access the curriculum independently (or with some guidance), regardless of the challenge the student presents with or their diagnosis
 - To be able to use the assistive technology and communicate/work with their peers in an inclusive setting
- d) *What are the strategies we employ or understanding we foster?*
 - Through ongoing, year-round training we empower both staff and students to be able to proficiently use the assistive technology devices in order to access the curriculum and complete assigned work as independently as possible.
- e) *What resources do we employ to assist our strategy?*
 - On-site or Virtual training for students, staff and whole classes
 - Online resources for staff (handouts/videos) to supplement their use/knowledge of the assistive technology tools
 - Workshops for teachers to further the awareness and understanding of the various assistive technologies and how they can better support student learning.
- f) *What metric do we use to assess our efficacy?*
 - Demonstration and application of learned software skills by the students/staff
 - Anecdotal observation/comments
 - Monitoring feedback from Special Education Teacher (SET)/Classroom Teacher (CT), determining if tools have been applied to learning situations
 - Improved ability for students to access the curriculum (e.g., Increased length of written responses) as monitored by the CT/SET

Recommendation:

Presented for your information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education
Gerald Foran
Superintendent of Learning: Special Education

*Bylaw 4.2 "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."

