

## Minutes of the meeting of the Special Education Advisory Committee held in the Board Room, J.W. Singleton Centre, Burlington Ontario, on November 2<sup>nd</sup>, 2010

Present: Amy Collard (Member at Large) (Chair); Amy McKenzie (Halton Council of Home and School Associations) (Vice Chair); Paulyne Lack (Tourette Syndrome Association); Dianna Bower (Halton Down Syndrome); Don Vrooman (Alt. Trustee); Karen Poole-Lawrence (Alt. Easter Seals Society); Vicki DeMone (Alt. Tourette Syndrome Association); Jennifer Hlusko (Trustee); Patrice Shennette (Alt. Autism Ontario); Donna Danielli (Trustee); Janet Barton (Community Living); Veerle Ryckewaert (Autism Ontario); Lisa Reid (Alt. Halton Down Syndrome); Anita Phillips (Alt. ABC)

Resource Staff: David Boag, Superintendent of Education; Pamela Cooley, Secretary; Julie Armstrong (HEPA); Lynne Gurzi (HDEAA); Patricia Molnar (PSSP); Nigel Scott (HSPA);

Regrets:

Absent: Leslie Howchin (Alt. Community Living); Greg Allen (ABC); Kathryn Bateman-Olmstead (Alt. Trustee); Craig Newman (VIEWS); Lisa Griffiths (PSSP)

### Agenda Item 1- Opening

#### 1.1 Welcome and Call to Order

A. Collard called the meeting to order at 7:05. She welcomed the students in the gallery from special education resource teacher program.

#### 1.2 Approval of Agenda

J. Barton/ V. Ryckewaert

**#43-10**

D. Bower requested that a PIC update and an Equity and Inclusive Education Committee update be added to the agenda.

**“THAT the Agenda be approved as amended.”**

**CARRIED**

### Agenda Item 2 - Presentations

#### 2.1 Presentation to SEAC Members-Superintendent David Boag

D. Boag thanked all SEAC members for their contributions over the past term. A. Collard and D. Boag handed certificates out to all SEAC members.

**Agenda Item 3- Call for Notices of Motion/Reports to the Board**

None

**Agenda Item 4 - Action**

4.1 Approval of the Minutes

J. Hlusko/D. Bower

#44-10

D. Bower noted a change on page 2 relating to volunteering for the Equity and Inclusive Education Committee.

**“THAT the minutes of the October 5<sup>th</sup>, 2010 meeting be approved as amended.”**

**CARRIED**

4.2 Special Education Policy and Programs Survey

A. Collard went through the survey questions with SEAC members. They all provided input for the answers.

4.3 Monthly Reports

4.3.1 Special Education Plan

D. Boag noted the procedure will be similar to last year’s process. He also mentioned that information on Board Improvement Plan (BIP) will be presented to system leaders next week. Information on this will come in the new year to the new SEAC. He said that Special Education is represented in the BIP, and it is a distinctive separate document from the Special Education Plan.

4.3.2 Bullying Prevention Intervention Committee

N. Scott provided an update. The Halton Bullying Prevention Policy has been passed. Every school now has a safe schools action team by mandate. Brochures will be distributed to all schools shortly. He noted that the committee is looking forward to having SEAC contribute to their meetings. There is ongoing work to be done for bullying against special needs kids.

D. Bower thanked Nigel and the group for their work.

4.3.3 Protocol Committee

A. McKenzie noted that the protocol committee is working on the agenda for the training evening on the 25<sup>th</sup> of January. Any input about what should be included should be passed on.

4.3.4 Communications Committee

A. McKenzie mentioned that SEAC was well represented at the PIC conference. SEAC flyers were handed out to all attendees.

4.3.5 Accessibility Committee

D. Bower mentioned that the Accessibility Committee is looking at integrated standards. They are looking at the plans for the new schools being built. They will be meeting again in January.

J. Barton noted that the Halton Accessibility Showcase will be held on April 28<sup>th</sup>. A flyer will be sent out. Any associations that wish to have a table should let J. Barton know.

4.3.6 Early Learning Program

No update

4.3.7 PIC conference

There have been requests that IEP info night be held again. Some parents are still not aware of the IEP pamphlet. Some parents are still being told that they don't need to go to SRT.

D. Boag noted that the SRT pamphlet is ready to go and it will be emailed out to schools for sharing with families.

4.3.8 Equity and Inclusive Education Committee

The committee had its first meeting. D. Bower will be sending out an email regarding feedback on some terminology.

**Agenda Item 5 – Communication to SEAC and Current Successes**

5.1 Superintendent's Report

D. Boag went over the draft SEAC timeline and asked for comments. He mentioned that if anybody knows of any groups that are missing at the SEAC table they should send him an email.

D. Boag mentioned that there is a report going forward to the Board regarding follow up to the primary gifted pilot. The report is to get Trustees approval for expansion. This past year 104 names were referred to the gifted pilot, and 42 of them met the criteria. 39 were referred into the Self-Contained placement. Of the 104 kids nominated, the majority were highly able and scored highly on the WISC, which is an indication that the screening process was effective.

Locations that were suggested for the expansion of primary gifted were: Chris Hadfield, Pilgrim Wood, Gardiner, and continuing with Charles R. Beaudoin in Burlington.

Discussion followed on the criteria used in the screening process. D. Boag made it clear that being referred to the gifted program is not based on achievement, but rather on a set of characteristics of gifted learners including things such as curiosity, advanced vocabulary, asking questions, enjoying spending time with older kids, etc. He will send out the list of criteria to SEAC.

D. Boag updated SEAC about the process for students leaving the French Immersion program and returning after a period of time. When students finish grade 8, there is a required number of hours of French instruction. Technically, if students leave and return, they will be short French hours. This is a Ministry policy. The current practice is, when they return, their skill set will be assessed. If they can demonstrate that they are able to re-enter the program and get their French back on track, then the loss of hours won't be a barrier to enter into French Immersion in high school.

V. Ryckewaert said the concern is that some teachers don't seem to be able to incorporate IEP's into French Immersion.

Discussion followed on Special Education and French Immersion. It was noted that some parents believe their children might be more successful without the challenge of French.

Discussion took place on SEA funding and some new technology that is being considered for trial. Because of the change in SEA funding this year, there is a little more flexibility with how the money is spent. D. Boag mentioned that at this point, there is no change in the insurance policy but it is being reviewed.

#### 5.1.1 Order Paper

A. Collard suggested that the order paper be maintained for the new SEAC. She suggested that a presentation from the Chief Information Officer should be added.

#### 5.1.2 School Board Communications to Parents

None

#### 5.2 Chairs Report and Correspondence

A Collard reminded everyone about the SERT luncheon. Associations should bring pamphlets. A. Collard thanked all SEAC members for their hard work.

#### 5.3 Association Reports

D. Bower provided an association report for HDSA:

##### **NEW INITIATIVES:**

HDSA will be partnering with LDAH and the Ministry of Education to provide a workshop for parents on the IPRC process and IEP's. It is being held on February 12, 2011 from 9-3. I will send a copy of the flyer electronically.

##### **OTHER INFORMATION:**

The Down Syndrome Association of Ontario held its annual conference the weekend of October 15-17, 2010. It was well attended with the keynote speaker being Carol Johnson, a well-known behaviour consultant and past education representative for the CDSS. We provided a SEAC workshop to increase communication provincially and provide a Resource Guide to assist representatives in their role at the SEAC table.

Our Provincial Association was part of the Ministry of Education Stakeholder Consultations on October 22, 2010. I and a representative from Waterloo attended on behalf of DSAO.

#### 5.4 Trustee Reports

D. Danielli mentioned the following items that the trustees are looking at:

- new trustees including A. Collard and D. Bower
- Trustee orientation
- Hiring team for Superintending of Business
- ELP guidelines.
- Preliminary meeting for members of potential feeder schools to send grade 9's to new Burlington High School.
- Groundbreaking for new Milton HS. Discussion on boundaries.
- System Leaders conference.
- Opening of Tiger Jeet Singh
- People for Education -annual conference 12, 13, 14 of this month.  
[www.peopleforeducation.com](http://www.peopleforeducation.com)
- CEC conference is same weekend in Niagara Falls.

#### **Agenda Item 6 – Questions from the Public**

None

#### **Agenda Item 7 – SEAC Discussion/Question Period**

None

#### **Agenda Item 8-Adjournment**

##### 8.1 Review of Changes to Order Paper

Already reviewed

##### 8.2 Motion to Adjourn

D. Bower/ P. Lack

#45-10

**“THAT the meeting adjourn.”**

**CARRIED**

Time: 8:20

**SEAC Superintendent's Report  
Nov 2, 2010**

Hi everyone, sorry for the lateness of this report. I have tried to capture a few of the items from our Order Paper as well as some other more timely items like preparations for the new SEAC. I'd be happy to hear your feedback at our meeting. See you for dinner prior to our meeting on Tuesday!

**1. New SEAC Timeline - Draft**

Trustee Elections	Oct 25
Ad in Paper for SEAC Community Members (nominations to be sent to the board by Dec 1)	Nov 5
Ad in Papers for SEAC Association Members (nominations to be sent to the board by Dec 1)	Nov 5
Letters to existing Associations (nominations to be sent to the board by Dec 1)	Nov 5
Association nominations, reps and alternates received by the Board	Dec 1
Applications for Community Members due	Dec 1
First New Board Meeting	Dec 1
Board Meeting – striking committees approved	Jan 5
Interviews for Community Members (SEAC trustees and SO)	Jan 7 - 12
Board Meeting -SEAC Membership Approved	Jan 19
New SEAC Training Meeting	Jan 25
First Regular SEAC Meeting	Feb 1

**2. SEAC Training/Orientation Session**

The Protocol and Communication committee met to brainstorm the things we felt needed to be part of the new SEAC Training and Orientation Session. The following is our first attempt at generating the topics for this session. Please feel free to provide feedback on this and we can make revisions as necessary.

**SEAC Training/Orientation Session  
January 25<sup>th</sup>, 2010  
Board Room, JWS  
Dinner 6:15 PM, Meeting 7:00 PM**

**Agenda**

1.	Welcome, Introductions, Purpose of Evening
2.	<p>Role/Purpose of SEAC</p> <ul style="list-style-type: none"> <li>▪ Definition of advisory committee</li> <li>▪ Relationship with the Board</li> <li>▪ Term of appointment</li> <li>▪ SEAC make up</li> <li>▪ SEAC legislation (Reg 464/97)</li> </ul>
3.	<p>SEAC Member's individual role</p> <ul style="list-style-type: none"> <li>▪ Roles of chair, vice chair, trustee, member at large, association representative</li> <li>▪ Association/exceptionality presentations</li> <li>▪ Roles outside of SEAC                             <ul style="list-style-type: none"> <li>○ Advocacy</li> <li>○ Communicating with staff, unions, parents, public</li> </ul> </li> </ul>
4.	<p>Operating Procedures and Meeting Protocols</p> <ul style="list-style-type: none"> <li>▪ Meeting norms, Robert’s Rules, Making a Motion, Waiving the Rules, etc...</li> <li>▪ Setting Agendas</li> <li>▪ Electing the Chair/Vice Chair</li> <li>▪ Goal Setting</li> <li>▪ Standing Committees</li> </ul>
5.	Relevant Special Education Legislation
6.	A Walk Through the Binder
7.	Ministry Priorities
8.	<p>The Special Education Plan</p> <ul style="list-style-type: none"> <li>▪ What is it?</li> <li>▪ Review/development plan</li> <li>▪ Timeline</li> </ul>
9.	<p>Student Services</p> <ul style="list-style-type: none"> <li>▪ Organizational Structure</li> <li>▪ Who to contact</li> </ul>
10	Acronyms (handout sheet)
11.	Closing Comments

### 3. French Immersion Students Requiring a Special Education Class

A verbal report will be provided for this item.

### 4. SEA Process

The following chart shows the process for getting SEA equipment to students. There have been some changes for this year, so a comparison is shown with our process of last year.

	Prior to Fall 2010	Current Process
recognition of potential role of AT to mitigate learning deficits	-usually identified by the school (classroom teacher and/or SERT and/or parent) as a potential learning support -sometimes identified through a specialist, occupational therapist, or outside agency (i.e., Holland Bloorview)	no change
next steps	some schools began introducing AT immediately as part of classroom practice; some brought issue to SRT first	schools encouraged to introduce AT immediately as part of classroom practice without going to SRT
request for prescription	<b>-HDSB psych ed or other PSSP involvement:</b> were writing prescriptions pending successful trial if no trial evidence existed; SRT approval required <b>-Outside psych assessment or medical prescription:</b> no trial requirement; SRT approval required <b>-OT/SLP prescription:</b> generally provided trialing info with prescription; SRT approval required	no trialing requirement; any prescription needs SRT approval before submission to Student Services
what is submitted?	Two forms required: Health privacy form signed by parents, Request for Personalized Equipment form; include the entire assessment report which recommends the equipment	Two forms required: Health privacy form signed by parents, Request for Personalized Equipment form; include the entire assessment report which recommends the equipment
what happens after submission	Submitted prescriptions reviewed by Coordinator every three weeks and equipment/software identified.	-Submitted prescriptions reviewed by Coordinator every three weeks and equipment/ software identified <b>if different from standard package</b> -(Premier, Dragon, Smart Ideas, CoWriter, other Ministry software)
wait time?	6 months (on average)	6 months (on average)
what happens when the computer arrives?	training provided through contracted AT trainers (Bridges Canada) to student, teacher, parents	training provided through AT itinerant teachers (3) to student, teacher, parents

number provided to system	750	estimated 750 plus other types of AT - smart pens; Smart Boards, iPad pilots
how is equipment ordered	laptops/peripherals and purchased software in bulk (300 at a time); specialty software/hardware as needed	laptops and purchased software in bulk (300 at a time); specialty software/hardware as needed
can the laptop go home?	yes, with proof of insurance or parent letter stating responsibility for value of hardware	yes, currently same requirement but under review
can software be provided for home?	some licenses (Kurzweil) ; Premier free for home download;	Premier free for home download; version of Kurzweil license no longer allows for home download
can home laptops be brought to school?	introduced part way through the year	yes; only Premier can be loaded; no access to G-drive or networked printers; can access wireless; training/support provided only if the home-provided laptop is in lieu of a prescribed laptop

### 5. Ministry of Labour Involvement

The Ministry of Labour (MOL) is responsible for safety in the workplace. An employee has the right to contact the MOL if they do not feel safe in the work place. This should only happen after the employee has reported to their supervisor the unsafe situation and provided the employer an opportunity to respond. Safety concerns could be a variety of issues including aggressive or violent students.

Last year we dealt with 4 MOL visits where an employee or their union representative made a complaint to the MOL related to an aggressive student or a class of aggressive students (eg: a Functional Communication Class). The MOL responded by visiting the school and speaking to staff on site about the situation.

Orders were issued last year by the MOL and are summarized as:

- Ensure staff are properly trained prior to working with an aggressive student
- Ensure proper follow up/debriefing occurs after each incident
- Ensure that behaviour and safety plans are updated after each and every incident that occurs
- Ensure that information contained in a behaviour or safety plan is accurate, up to date and communicated to all staff working with that student.

The board responded by inservicing all administrators last spring and continued inservice this fall. A second UMAB trainer has been hired so that we can ensure that staff are properly trained and that previously trained staff can be recertified. A database has been created to track this.

The MOL was called in to one of our schools this fall. No orders were issued.