

**Minutes of the meeting of the Special Education Advisory Committee held in the Boardroom, J.W. Singleton Centre, Burlington, Ontario, on September 14<sup>th</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); Craig Newman (VIEWS); Karen Poole-Lawrence (Alt. Easter Seals Society); Veerle Ryckewaert (Autism Ontario); Vicki DeMone (Alt. Tourette Syndrome Association); Jennifer Hlusko (Trustee); Anita Phillips (Alt. ABC);

Resource Staff: David Boag, Superintendent of Education; Pamela Cooley, Secretary; Julie Armstrong (HEPA); Patricia Molnar (PSSP)

Regrets: Nigel Scott (HSPA); Patrice Shennette (Alt. Autism Ontario); Kathryn Bateman-Olmstead (Alt. Trustee); Donna Danielli (Trustee)

Absent: Leslie Howchin (Alt. Community Living); Lisa Griffiths (PSSP); Lisa Reid (Alt. Halton Down Syndrome); Janet Barton (Community Living); Lynne Gurzi (HDEAA); Greg Allen (ABC);

**Agenda Item 1- Opening**

*1.1 Welcome and Call to Order*

A. Collard called the meeting to order at 7:00 pm

A. Collard introduced David Euale, Director of Education. D. Euale introduced himself to SEAC and shared some background information on his experience that led him here to Halton.

*1.2 Approval of Agenda*

J. Hlusko/ V. Ryckewaert

**#37-10**

**“THAT the Agenda be approved”**

**CARRIED**

**Agenda Item 2 - Presentations**

*2.1 Pathways- David Lewis and Christine German*

D. Lewis and C. German introduced themselves and spoke about the Pathways initiative. Pathways is a part of the Student Success initiative and focuses on post-secondary destinations for students. It is about valuing all learners and destinations with a consistent message for

equally valuing university, college, apprenticeship, and the workplace. Some notable Pathways programs include: Specialist High Skills Major, The Grade 8-9 Transition Program, and Contextualized Learning.

They spoke about different Pathways planning resources including myblueprint.ca, career cruising, Ontario skills passport, post-secondary websites, and Pathways planners.

They noted that they are working on the Fifth Pathway which is for students who might not be able to access the other 4 pathways. This Fifth pathway initiative recognizes that some of our students who are not completing Ontario credit courses do have options to attend special programs at college, enter the work force, enter a supported work placements or supported day programs. All options should be identified and valued in our Pathways planning. They noted that they would really appreciate the help of SEAC in developing this fifth pathway.

D. Lewis and C. German received many positive comments about the Pathways initiative from SEAC members.

D. Bower noted that there is a need to accommodate students in a non-credit bearing program. It is important to ensure that all Pathways are open for Special Education students.

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

None

### **Agenda Item 4 - Action**

#### *4.1 Approval of the Minutes*

D. Bower/ C. Newman

#38-10

**“THAT the minutes of the July 6<sup>th</sup>, 2010 meeting be approved.”**

**CARRIED**

#### *4.2 Monthly Reports*

##### *4.2.1 Special Education Plan-Discuss Plan for 2010/2011*

A. Collard recapped the process from last year. She mentioned that there were extra meetings, and also meetings with the public, staff, associations and the Superintendent of Finance to receive input.

D. Bower noted that the process in the past year was well done. It is a good idea to incorporate meetings in the far north and public consultation evenings. She mentioned she liked the chart with the input from staff.

Discussion took place on timing of the Special Education plan process in relation to the election.

After some discussion, A. Collard mentioned that the process should involve going to associations and staff earlier in the school year for input, still doing the public consultation in February, and gathering together as much information as possible so the new SEAC can work with it.

#### 4.2.2 Protocol Committee Report

Some discussion took place on the SEAC binders.

D. Bower said she would take information on the binders back to the Protocol committee. The binders should be ready for the new SEAC, and if possible, have them available electronically.

A. McKenzie mentioned that another meeting will need to be put together.

D. Boag noted that IEP information meeting is at Chris Hadfield on Sep 23<sup>rd</sup> and SEAC members are needed to attend.

D. Bower asked D. Boag if he can investigate using Synervoice to let parents know about the evening in addition to having the information going through SERTs.

D. Boag said he will investigate. The information is also on the website and it will be sent out as a news release.

A. McKenzie suggested getting it on association websites.

#### 4.2.3 Communication Committee Report

Included with Protocol Committee report.

#### 4.2.4 Accessibility Committee Report

D. Bower mentioned they had their first meeting for the year at end of August. J. Oxley has provided the Accessibility Plan which needs to be reviewed by SEAC members before the next meeting. She mentioned they are also looking at the next standards (environmental, IT, transportation).

#### 4.2.5 Early Learning Program

S. Roszell mentioned that everyone is happy in the 11 schools. They are pleased with the ECE and teacher training. They will be meeting again to look at the second phase of schools next month

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

#### 5.1 Superintendent's Report

D. Boag spoke about the Caring and Safe Schools document provided by the Ministry.

D. Boag mentioned that the advertisements for the paper and the letters for associations are being put together in preparation for the new SEAC.

The Ministry is asking for Boards to send representatives to talk about efficient use of funding to support Special Education programs and delivery, challenges and issues, and suggestions and recommendations. This meeting is on September 29<sup>th</sup>, and there should be some SEAC reps there.

Four people expressed interest in going including 2 trustees. An email will be sent out for input.

D. Vrooman would like more information on the model of the Multi Disciplinary team. . D Boag will send this out.

D. Bower asked if a letter will be sent to DSA about the new development in the SLP support in response to the Minority report.

D. Boag said he can do this.

5.1.1 Order Paper

No questions

5.1.2 School Board Communications to Parents

None

5.2 Chairs Report and Correspondence

A. Collard received a response from the Ministry of Education signed by the Minister, regarding the letter that was sent concerning the definition of Behaviour. A. Collard read the letter aloud. It will go in the communications binder.

5.3 Association Reports

D. Bower provided an association report from Halton Down Syndrome:

**NEW INITIATIVES:**

The HDSA Learning & Resource Centre has finished its 8 week pilot program.

HDSA has been involved in advocating for increased awareness in Alzheimers and Down syndrome and the issues with long term care vs. home care.

HDSA was involved with a seminar by Echo: Improving Women's Health in Ontario where we were able to advocate for the vulnerability of every woman with Down syndrome.

There are updates on these in our latest newsletter which is available on-line.

***OTHER INFORMATION:***

The Down Syndrome Association of Ontario will be holding its annual conference the weekend of October 15-17, 2010. I will be providing a workshop for our current and future SEAC representatives across the province. Provincially, we have prepared a resource guide for our SEAC representatives which will be presented as part of the workshop.

5.4 *Trustee Reports*

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

- Adjusting to new school year
- Accommodations
- Revised safe schools policies. He mentioned these are attached to the Sep. 1<sup>st</sup> Board meeting agenda.
- Addition of discussion of fund raising and school funds.
- Election time: 6 of 11 trustees are running again. 2 have been acclaimed (D. Danielli and D. Vrooman) A. Collard has also been acclaimed in her ward.

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

None

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

D. Bower mentioned that SEAC associations should be present at the PIC conference. She will be sharing a workshop on SEAC and would like approval to use the SEAC PowerPoint and will also need SEAC flyers.

D. Vrooman asked about the insurance procedures for Assistive Technology. He would like to discuss the policy around insurance.

D. Boag described the procedures for SEA claims to the Ministry and will bring information about Assistive Technology to SEAC to discuss the procedures.

**Agenda Item 8**

8.1 *Review of Changes to Order Paper*

A. Collard mentioned that the SEAC goals are listed on the order paper just to keep them in mind.

D. Boag mentioned having Supervisors of Special Services come to speak about Mental Health. This will be added as a recommendation for the new SEAC.

P. Lack also recommended asking the BAT Team (Multi-Disciplinary Team now) come speak to SEAC)

D. Bower asked when an invite will come to SEAC to have reps serve on the equity committee.

8.2 Review Agenda for October, 2010

A. Collard mentioned the next meeting is at Gardiner Public School. Y. Obeng will come and speak about PIC and J. Oxley will speak about Accessibility.

8.3 Motion to Adjourn

J. Hlusko/ D. Bower

**#39-10**

**“THAT the meeting adjourn.”**

**CARRIED**

Time: 8:36

## **SEAC Superintendent's Report Sept 14 2010**

Hi everyone and welcome back to a new school year. It has been a great summer and I was thankful for a little down time. I did have some time to do some thinking and reflection about our time together last year around the SEAC table and I believe that our group definitely made a significant difference and had a positive impact on Halton students. I feel very fortunate to work with such a dedicated SEAC working on behalf of our kids – thank you.

Here are a few updates to start the new school year:

### **CEC Award Winners**

In June we had a number of Halton special educators recognized by the Halton Peel chapter of the Council for Exceptional Children for their outstanding contributions to our students. The award winners were:

Lynda Danahy, SERT, Posts Corners PS Elementary Teacher of the Year Award  
Anne Knapp, Spec Ed Teacher, Robert Bateman HS, Secondary Teacher of the Year  
Leslie Lister, EA, Bruce Trail PS, Elementary Paraprofessional of the Year  
Dora Giammaria, EA, Robert Bateman HS, Secondary Paraprofessional of the Year  
Ian Brandon, Special Education Coordinator, Educational Leader of the Year

### **Student Services Support Model – New 4<sup>th</sup> Area**

Mid year last year we were approved to hire an additional Supervisor of Special Services and an additional Instructional Program Leader. With this increased staffing we now have the staffing to have a Supervisor of Special Services and 2 coordinators or Instructional Program leaders on each of 4 teams instead of 3 teams in the previous model. For our purposes in the Student Services Department, we have created a new “Central” geographic area consisting of east Burlington, west Oakville and a few schools from Milton. In this way we have our 4 teams each spread over a smaller number of schools per team. We are hopeful that this new model will provide more support to schools, families and students.

### **Multi-Disciplinary Support Teams (MDST)**

Each geographic area will now have a Multi-Disciplinary Support Team (MDST). These teams really combine the functions and staff expertise from the previous Behaviour Action Teams (BAT) and the Autism Spectrum Disorder Team (ASDT). This change was initiated because so often the children previously referred to both BAT and ASDT involved kids with a combination of autism, behaviour, mental health and developmental disabilities. It just made sense to provide a more multidisciplinary approach to problem solving while streamlining our process and avoiding duplication of services. The MDSTs will be available to support complex cases in each of the 4 geographic areas.

### **Additional SLP Support**

In early July, an agreement was reached between the HDSB and the PSSP union to add an additional PSSP position. This agreement resulted from a difference in interpretation of funding provisions for non teaching staff provided by the Ministry. We chose for this position to be an additional Speech Language Pathologist with the intent to provide additional support to all students with language delays or disorders. In particular, students with intellectual disabilities were noted as requiring more support from SLPs. Some internal communication is underway to

ensure that school based staff, SLPs and our itinerant teachers for developmentally and physically disabled students all understand that if students require additional support by an SLP that a referral can and should be requested through the School Resource Team process.

### **Parent IEP Information Evening**

Plans are underway for the Parent IEP information Evening to be held on Sept 23<sup>rd</sup>. A letter has been prepared for distribution at schools when SERTs invite consultation from parents on their students' IEPs and a notice will also be posted on the website. The location will be Chris Hadfield Public School in Milton.

### **Staffing Changes in Student Services**

One of our coordinators, Heather White retired last June and we were fortunate to be able to hire Jennifer Gunion as a new Special Education Instructional Program Leader. Jennifer was previously Head of Special Education at Gary Allan High School. We also hired Linda Stewart as an additional Supervisor of Special Services. This position was approved in the mid year budget process last year. Linda comes to us from the Niagara Board. Our regional coordinator Gillian Hall has just accepted a 2 year secondment to the Ministry of Education. Gillian will be working on English Language Learners. This all happened very quickly the last week of August. The ad for Gillian's replacement is out and we will be interviewing this week.

### **Growing Success Update**

Sue Roszell has put together an update for this (attached). Growing Success is the new assessment, evaluation and reporting guideline for Ontario Schools.

## Growing Success - Update

In the spring of 2010 the Ministry of Education released the new document “Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools”. Throughout the spring, School Programs and Student Services staff studied the document and a plan for servicing the school administrators and teachers was developed. As well, School Programs created “A Guide to Elementary Progress Report Card Comments and Conferencing- Grades 1-8”. It includes information from Student Services about IEPs and Programs that are Alternative to the Ontario Curriculum.

A further edition of the document, including the information pertaining to the curriculum for the new full-day Kindergarten program is planned for release in 2011.

### From the Ministry:

“This document, in its forthcoming final edition, will outline a comprehensive policy for the assessment, evaluation and reporting of student achievement in Ontario schools, from Kindergarten to Grade 12. The policy is based on seven fundamental principles, the first of which tells us that assessment, evaluation, and reporting practices and procedures must be fair, transparent and equitable for all students. At the same time students and parents need to know that evaluations are based on evidence of student learning and that there is consistency in the way grades are assigned across schools and boards throughout the province.”

There are places in the document where the Ministry recognizes that the needs and circumstances of individual school boards vary and the policy provides flexibility for boards to develop some locally focused guidelines and implementation strategies within the parameters for consistency set by the ministry. Work teams are in place to complete these during the upcoming school year.

### What is new?

#### Elementary:

In the fall students will receive an elementary progress report (issued between October 20<sup>th</sup> and November 20<sup>th</sup> – Halton DSB - November 5<sup>th</sup>).

#### Elementary Progress Report

- Designed to show a student’s development of the learning skills and work habits during the fall of the school year, as well as a student’s general progress in working towards the achievement of the curriculum expectations
- Intended to become a central part of rich discussions with students and their parents in the context of proactive interviews or conferences that will help to establish a positive tone for the remainder of the school year. (November 12<sup>th</sup> designated P.A. Day in Halton for conferences)
- New learning skills JK-12 : **responsibility, organization, independent work, collaboration, initiative, self-regulation**
- Learning skills are up front with a large field provided for descriptive feedback (collaborative, co-created comment desired)
- 3 point marking scale “progressing with difficulty, well or very well” – no marks in subject fields holistic assessment for learning – strands not identified
- Dance and Drama have their own separate fields
- Health and Phys. Ed. Have their own separate fields
- “NA” box – no instruction for reporting period
- “French” box to indicate language of instruction

- Native Language Box
- Space for one board –chosen subject – will be IT (Instructional Technology) in Halton

#### Students with IEPs:

If the student's IEP requires only accommodations to support learning in subject and/or strand, teachers will not check the "IEP" box. Check the appropriate box: Progressing with Difficulty, Progressing Well or Progressing Very Well considering the student's achievement against their registered grade.

When a student has an IEP with a modified program, the IEP box must be ticked for each subject that is modified. Check the appropriate box (Progressing with Difficulty, Progressing Well or Progressing Very Well considering the student's achievement against the modified program learning expectations noted in the IEP.

Teachers should use the IEP evaluation section to report on the achievement of alternative learning expectations. When using this format, teachers should indicate the student's progress relative to the expectations identified in the IEP and should comment on the student's strengths and next steps for improvement. When an alternative format is used, it should accompany the elementary Progress Report Card at the regular reporting times.

\*\*Progress reports for Alternative will be listed in the Term 1 Reporting section of the IEP until it is replaced by Term 1 report card comments. It is our plan to have the engine updated next year to reflect the Progress Reporting period.

#### In addition: Elementary Report Card

- Designed to show a student's achievement at two points in the school year – reflecting student achievement of curriculum expectations as well as the student's development of the learning skills and work habits
- Learning skills JK-12 : responsibility, organization, independent work, collaboration, initiative, self –regulation – First Page
- New strand for language – media literacy
- New median instead of grade average for grades 7&8

#### Secondary Report Card

- SHSM box in all subjects
- Learning skills JK-12: **responsibility, organization, independent work, collaboration, initiative**, self-regulation (previously work habits/ homework, initiative, teamwork, organization, works independently)
- Bullet descriptions of learning skills are provided
- "Teacher requests an interview" checkbox for all subjects
- all fonts 9 point for secondary
- on completion of Requirements for Graduation – SHSM sector and requirements
- Chart is now included that correlates the percentage grades to the levels of the achievement Chart
- New "I" for insufficient evidence (grade 9 and 10 only)



# Halton District School Board

David Euale, *Director of Education*

Gerry Ockenden, *Chair of the Board*

September 2010

Dear Parent/Guardian,

The Halton District School Board, the Student Services Department and the Special Education Advisory Committee (SEAC) are committed to breaking down barriers and ensuring parents are active partners in their child's education. Feedback has shown us that parents, especially those new to Individual Education Plans (IEPs), sometimes find their child's IEP confusing. To help parents navigate their student's IEP, we are holding a parent information evening called "**Understanding Your Child's IEP**". We invite interested parents to attend.

This information session will be held on:

**Thursday, September 23<sup>rd</sup> at 7:00 PM – 8:00 PM**

Chris Hadfield Public School  
1114 Woodward Avenue  
Milton, L9T 5P5

Directions to Chris Hadfield Public School:

**From Halton Hills**

Take Trafalgar Rd to Steeles Ave  
Right on Steeles Ave (RR 8)  
Left on Thompson Road North  
Left on Woodward Ave

**From Burlington or Oakville**

Take Bronte Rd (RR 25 ) to Derry Rd  
Right on Derry Rd  
Left on Thompson Road South  
Right on Woodward Ave

If you have special needs or require accommodations to attend this evening, please contact Pamela Cooley at New Street Education Centre. She will be happy to make the necessary arrangements (905 631-6120, ext 323). We look forward to seeing you there.

Sincerely,

A handwritten signature in cursive script, appearing to read 'David Boag'.

David Boag  
Superintendent of Education – Student Services  
Halton District School Board

