

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: September 17, 2018  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	B. Agnew (Chair)	M. Lourenco
	R. Barreiro	R. Quesnel
	L. Cipparrone	D. Rabenda
	L. Currie	L. Stephenson
	D. Hotopoleanu	S. Trites

Staff Present

C. Cipriano, Superintendent of Special Education Services  
W. Reid-Purcell, Special Education Coordinator  
A. Bator, Special Education Consultant  
R. Havens, Computer Technician

Members Excused

A. Iantomasi  
H. Karabela  
J. Parisi  
C. Parreira

Members Absent

K. Bivand

Recording Secretary

J. Crew

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Commissioning of SEAC

The meeting opened at 7:03 p.m. with prayer led by B. Agnew and C. Cipriano.

#### 1.2 Approval of Agenda

*Moved by:* R. Quesnel

*Seconded by:* M. Lourenco

*RESOLVED*, that the agenda be accepted as received.

*CARRIED*

#### 1.3 Introductions

B. Agnew began introductions; members went around the table and introduced themselves.

### 2. Individual Education Plan (IEP) Presentation

B. Agnew welcomed A. Bator, Special Education Consultant. A. Bator present information on Individual Education Plans. Presentation attached.

In response to an inquiry for the presentation to be distributed, B. Agnew informed members that moving forward presentations and association reports will be added to meeting minutes after they are approved, then posted online attached to the minutes.

## 3. Actions to be taken

## 3.1 Minutes of the June 18, 2018 SEAC Meeting

*Moved by:* R. Quesnel

*Seconded by:* D. Hotopeleanu

*RESOLVED, that the minutes of the June 18, 2018 SEAC Meeting be approved as presented.*

The Chair called for a vote and the motion *CARRIED*.

## 4. Declarations of Conflict of Interest

No conflicts of interest were declared.

## 5. Business Arising from Previous Meetings

- Soundbytes have been submitted for September and October; B. Agnew thanked everyone that submitted a soundbyte; members continue to be invited to send in future soundbytes
- SEAC Role Review is deferred to January to be presented to the new SEAC Committee

## 6. Action and Information Items

## 6.1 SEAC Webinar Planning (B. Agnew)

B. Agnew provided suggestions for topics for the final SEAC webinar and suggested **continuing the 'Fostering Collaborative Relationships' as a series**. Members were asked for thoughts on doing an advocacy piece and discussed various ways to incorporate advocacy related information into a presentation.

B. Agnew also suggested that the October meeting include a working session to collaboratively combine **members' ideas into a** webinar PowerPoint presentation. Members agreed to do a working session in October; a PowerPoint template will be set up to begin drafting the webinar. The November 12<sup>th</sup> meeting will be a webinar practice session; the webinar will be scheduled for the November 26<sup>th</sup> SEAC meeting.

## 6.2 SEAC Goals (B. Agnew)

SEAC Goals: all previous SEAC priorities will be incorporated by end of the term of the existing SEAC committee. A draft agenda of items for the new SEAC committee will include all annual mandatory items; a SEAC orientation session; and review of the Special Education Plan. The annual agenda will be a fluid document to allow input from the new committee.

## 7. Communications to SEAC

7.1 **Superintendent's Report**

C. Cipriano provided updates on:

- September Start Up: staff have been working diligently since mid-August; to ensure smooth transitions are in place for our students
- Empower Reading Program: is a literacy program run through SickKids, and is a partnership between Special Education and Curriculum, an additional 11 teachers participated in training last week
- New SERT Training: began last week for **this year's monthly** professional development sessions for all new elementary and secondary SERTs
- Professional Development: full day of PD took place on accessing support of Behaviour Analysts to support the understanding/evolution of Transdisciplinary Rounds; and Behaviour Skills Training (BST), led by our Special Education Consultants, Itinerant SERTs and Itinerant EAs (I-Teams). Forty hours of Registered Behaviour Technician PD will be provided to our I-Teams beginning this Friday, to deepen their knowledge and understanding of the use of Applied Behaviour Analysis (ABA)
- Elementary SERTs and Secondary Department Heads: within their respective groups, will receive PD and information sessions to support their work; the first Special Education Department Head meeting is scheduled for tomorrow; first SERT FOS meeting will be on September 25<sup>th</sup>

- Staff budget increases for 2018-2019: as shared with staff at the May SEAC staffing budget increases included: 13 EAs; 4 SERTs; 3 Speech Language Pathologists; 10.5 CYCs, 2 Psychology staff; and 1 Social Worker
- Educational Assistants: staff are working together on deployment to reconcile the needs of both new students and those that left our Board; there has been a trend to more secondary Life Skills students coming to HCDSB, as some secondary schools in our coterminous board consolidate
- Psychology: staff conducted 29 assessments over the summer; the waitlist has been an ongoing concern; budget increase was for 2 more psych staff; reality is that the demand provincially for these positions is far greater than the supply; currently have 3 staff on leaves and 2 new positions unfilled despite several postings; greatest challenge is our ability to compete financially with neighbouring boards in regards to salary and benefits. The goal is to have our waitlist down to 10 months or less; not achievable with the current number of staff; for temporary solution looking to contract outside agencies to help reduce the waitlist; long term there are initiatives underway in Ontario to create more graduates in school psychology i.e. new PH Program at Western, and Graduate enhancement courses at OISE
- Social Work: increased staff to support elementary tier 3 cases and address attendance; messaging is **'Attendance Matters', not only academically, but socially, emotionally and spiritually**
- Secondary CYCs: CYCs have been reinstated in each of our secondary schools in our continued work to build mentally healthy schools
- Gifted Programming: Gifted SETs, schools SERTs and Curriculum staff were sponsored to participate in PD on Project Based Learning this summer to support differentiated instruction and ideas for the learning of our gifted students; 40 new laptops were purchased for students
- Special Education Amount (SEA): our SEA Intake Inventory Tools is now integrated with Trillium; this will facilitate a quicker, more accurate submission process and track equipment that is transferred. Mobility equipment has been moved to St. John Oakville, will be cleaned and will be ready to assign to students; we also welcomed a new ISERT team member to support SEA claims
- Boardmaker On-line: has been purchased board-wide, in partnership with Curriculum; accounts will be activated by the end of September; training will be upcoming
- SEA Team and Behavior Analysts: have partnered with *BehaviourMe* to begin a pilot project using Virtual Reality to support development of skills in our secondary life skills students
- Learn Style: we are partnering with a specialized coaching team to offer technology coaching and support to all Life Skills, Structured Teaching and Community Living Teachers, consisting of one to one sessions in schools and classrooms, as well as group sessions to collaborate with colleagues
- PEERs Pilot Program: this evidence based social skills program pilot for students 12 years and older will begin at Christ the King CSS; trained facilitators K. Mann, Behaviour Analyst (BA) and H. Kidd from Autism Ontario will lead the group. Plan to have CYCs, SLPs, Psychology and remaining BAs train as facilitators to expand the program across more secondary schools next year
- Special Olympics Cross Country Meets: will take place over 3 days at Kelso Park in Milton, our grade 4-8 students with special needs run alongside their peers for full or modified distances. Special Education Consultants and I-Teams support these events, enabling all students to participate if they wish to. Dates by area are: Tuesday October 16 North Halton; Wednesday October 17 Oakville; Thursday October 18 Burlington; rain date Friday, October 19
- Life Skills Thanksgiving Feast: takes place on Thursday, October 4, 2018 at 11:30 am at Jean Vanier CSS; this is the third annual event

## 7.2 Trustee Reports

D. Rabenda reported that the start-up of schools has been the priority; St. Scholastica opened on time; work continues on renovations in south Oakville. Sanctity of Life will go to the October 9<sup>th</sup> Policy Meeting, then be brought to the Board.

## 7.3 Association Report

M. Lourenco shared information on ABC Ontario Conference; association report attached. M. Lourenco will send out more information on the SMPG training session on October 13th as it becomes available.

#### 7.4 Reports from Other Stakeholder Meetings

C. Cipriano reported that CPIC met last Monday, there are 5 new members; this year CPIC elected 2 Co-Chairs. The first Council of Chairs meeting is scheduled for October 17<sup>th</sup>.

#### 8. Next Agenda: Meeting Monday, October 15, 2018

The agenda will include Spirit of Inclusion award criteria, Differentiated Instruction and a webinar working session.

#### 9. Adjournment

##### 9.1 Resolution re Absentees (Chair)

*Moved by:* M. Lourenco

*Seconded by:* L. Stephenson

*RESOLVED, that A. Iantomasi, H. Karabela, J. Parisi, C. Parreira be excused. CARRIED*

##### 9.2 Adjournment and Closing Prayer (Chair)

*Moved by:* D. Hotopeleanu

*Seconded by:* L. Stephenson

*RESOLVED, that the meeting adjourn. CARRIED*

The meeting adjourned at 8:40 p.m. with a prayer led by the Chair.

# The Individual Education Plan (IEP)

10/10/2018

1. What is an IEP?
2. Who gets an IEP?
3. How is an IEP developed?
4. Review of program options
5. How is an IEP updated?



# What is an IEP?

- The Individual Education Plan (IEP)
- Required for every student identified by an Identification, Placement, and Review Committee (IPRC)
- A working document that contains:
  - a transition plan
  - accommodations, modifications and/or alternative programming
  - specific objectives/learning expectations

## An IEP is Not:

- A description of everything that will be taught to the student
- A list of all the teaching strategies used in regular classroom instruction
- A document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations
- A daily lesson plan



## Reasons for Developing an IEP

- For every student who has been identified as an “exceptional pupil” by an Identification, Placement, and Review Committee (IPRC)
- For a student not formally identified as exceptional but requires special education programs and/or services

# The IEP Process

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

# 1. Gather Information

- Review the student's Ontario Student Record OSR (including the IPRC's statement of decision and/or previous IEPs)
- Consult with parents, the student, school staff, and other professionals
- Gather information through observation of the student
- Conduct further assessments, if necessary
- Consolidate and record information

## 2. Set the Direction

- Establish a collaborative approach – The IEP team
- Establish roles and responsibilities
- Begin work on the IEP (e.g., record the reason for the IEP, personal information, list relevant assessment data)
- Indicate the student's strengths and needs on the IEP (as identified in the IPRC's statement of decision, where applicable)

### 3. Develop the IEP

- Incorporate applied behaviour analysis (ABA) methods into the IEPs of students with autism spectrum disorder (ASD), where appropriate
- Determine, for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications) and decide whether alternative programs are needed
- Determine accommodations; record subjects/courses with accommodations only
- Plan and document subjects or courses with modified expectations and alternative programs
- Determine teaching strategies and assessment methods (for modified and alternative expectations)
- Plan for and document required human resources
- Record information about individualized equipment, evaluation and reporting as well as details of parent/student consultations
- Develop a transition plan

# Program Options: Accommodations, Modified Expectations, and Alternative Expectations

## **“Accommodated only”**

- The term accommodations refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning

## **“Modified”**

- Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student’s learning needs

## **“Alternative”**

- Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum

# Examples of Accommodations

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> <li>• Buddy/peer tutoring</li> <li>• Note-taking assistance</li> <li>• Duplicated notes</li> <li>• Contracts</li> <li>• Scaffolding learning</li> <li>• Clustering learning</li> <li>• Descriptive feedback from peers</li> <li>• Reinforcement incentives</li> <li>• Highly structured approach</li> <li>• Partnering</li> <li>• Ability grouping</li> <li>• Augmentative and alternative communications systems</li> <li>• Assistive technology, such as text-to-speech software</li> <li>• Video recordings of lessons for intensive review at a later time</li> <li>• Graphic organizers</li> <li>• Non-verbal signals</li> <li>• Organizational coaching</li> <li>• Pictorial schedules to assist in making transitions</li> <li>• Time-management aids</li> <li>• Mind maps</li> <li>• More frequent breaks</li> <li>• Concrete/hands-on materials</li> <li>• Manipulatives</li> <li>• Tactile tracing strategies</li> <li>• Gesture cues</li> <li>• Dramatizing information</li> <li>• Visual cueing</li> <li>• Large-size font</li> <li>• Tracking sheets</li> <li>• Colour cues</li> <li>• Reduced/uncluttered format</li> <li>• Computer options</li> <li>• Spatially cued formats</li> <li>• Repetition of information</li> <li>• Rewording/rephrasing of information</li> <li>• Extra time for processing</li> <li>• Word-retrieval prompts</li> <li>• Taped texts</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative work space</li> <li>• Strategic seating</li> <li>• Proximity to instructor</li> <li>• Reduction of audio/visual stimuli</li> <li>• Study carrel</li> <li>• Minimizing of background noise</li> <li>• Quiet setting</li> <li>• Use of headphones</li> <li>• Special lighting</li> <li>• Assistive devices or adaptive equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time limits</li> <li>• Verbatim scribing</li> <li>• Oral responses, including recorded responses (audio or video)</li> <li>• Alternative settings</li> <li>• More frequent breaks</li> <li>• Assistive devices or adaptive equipment</li> <li>• Prompts to return student's attention to task</li> <li>• Chunking of assessment tasks over time</li> <li>• Allowing choice as a demonstration of learning</li> <li>• Augmentative and alternative communications systems</li> <li>• Assistive technology, such as speech-to-text software</li> <li>• Large-size font</li> <li>• Colour cues</li> <li>• Reduced/uncluttered format</li> <li>• Computer options</li> <li>• Extra time for processing</li> <li>• Reduction in the number of tasks used to assess a concept or skill</li> </ul>

## 4. Implement the IEP

- Share the completed IEP with the student, parents, school staff (providing a copy to parents, and to the student if 16 or older)
- Put the IEP into practice (classroom/subject teachers and support personnel)
- Continuously assess the student's progress
- Adjust the IEP as necessary (recording any changes in goals, expectations, teaching strategies, and other accommodations, etc.)
- Evaluate the student's learning and report the results of the evaluation to the student's parents



## 5. Review and Update the IEP

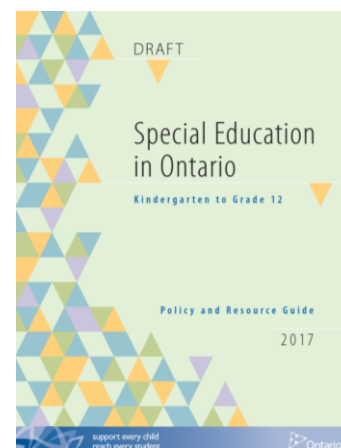
- Update the learning expectations at the beginning of each reporting period
- Review the IEP regularly including the transition plan, and record revisions
- Plan for the transition from elementary to secondary school, or to another school
- Store the IEP in the documentation file of the Ontario Student Record

## IEP Positive Partnerships

- The IEP is completed collaboratively between home and school
- School staff use professional knowledge, appropriate information, and parent input to create the IEP
- Solutions are found in the school through partnership with the Teacher, SERT, and Principal
- Questions or concerns about the IEP, its creation, or implementation can be resolved through the teacher, SERT, or Principal at the school

# References

- Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide, 2017



# Thank You!



**Special Education Advisory Committee (SEAC)**  
**Association Report**

<b>Association:</b>	ABC Ontario
<b>Representative:</b>	Maria Lourenco
<b>Meeting Date:</b>	
<b>Upcoming Events or Conferences</b>	<p><u>SENG* / ABC Ontario Mini Conference</u> Ontario Science Centre, 770 Don Mills Road, North York October 14, 2018</p> <p><u>SMPG (SENG Model Parent Group) Facilitator Training</u> October 13, 2018 Downtown Toronto – details to follow</p> <p>*SENG = Supporting Emotional Needs of the Gifted</p>
<b>Website links/Brochure /Flyer attachments:</b>	<p>Please see attached flyers for further details as well as the ABC Ontario and SENG websites respectively:  <a href="http://www.abcontario.ca">www.abcontario.ca</a>  <a href="http://sengifted.org/seng-toronto-canada-mini-conference">http://sengifted.org/seng-toronto-canada-mini-conference</a></p> <p>More details regarding the training opportunity can be found here:  <a href="http://sengifted.org/smpg-facilitator-training">http://sengifted.org/smpg-facilitator-training</a></p>
<b>New Initiatives:</b>	
<b>Other Information:</b>	<p>SENG ( <a href="http://www.sengifted.org">www.sengifted.org</a>) is a well-established, world renowned, nonprofit organization dedicated to supporting, empowering, guiding, and connecting gifted/high-ability learners and their families. SENG programs and resources support and encourage children's social, emotional, and intellectual development.</p> <p>This is an excellent opportunity to learn about supporting gifted students, including those who are twice-exceptional. This full day conference will include a line-up of stimulating speakers and multiple engaging break-out sessions. Children's programs provided by the Ontario Science Centre will also be available (additional fee).</p> <p>Those receiving SMPG Facilitator certification will also be able to train others, providing an opportunity to build further system capacity.</p>

## **SAVE THE DATE**

### **Sunday, October 14th, 2018**

ABC Ontario is excited to invite parents, teachers, professionals, and others who wish to find out more and support the special needs of bright and gifted children, to our full day conference at the Ontario Science Centre, on Sunday, October 14, 2018.

We are delighted that our 2018 conference will feature expert speakers from **SENG** – Supporting Emotional Needs of the Gifted. This is an excellent opportunity to learn more about supporting gifted students, including their social-emotional development, and also to learn more about those who are twice-exceptional. This full day conference will include a line-up of stimulating speakers and multiple engaging break-out sessions that are distinctive to the SENG experience.

Children's program will be provided by the Ontario Science Centre.

Advance registration instructions for members will be available by the end of August. To become a member or renew your membership please go to <https://www.abcontario.ca/get-involved/membership>

**Saturday, October 13th, 2018** will also be dedicated to those interested in SENG Model Parent Group (SMPG) facilitator training. SMPGs provide a nurturing and non-judgmental atmosphere where parents of gifted children may discuss their experiences and learn more about how to support their children.

**Watch for more details about registration and children's programming on our website at [www.abcontario.ca](http://www.abcontario.ca)**

**Conference Venue:** Ontario Science Centre  
1090 Don Mills Rd., Toronto, ON  
([www.ontariosciencecentre.ca](http://www.ontariosciencecentre.ca))



#### **WHEN**

SMPG Training: Saturday, October 13  
Conference: Sunday, October 14

#### **WHERE**

Ontario Science Center  
770 Don Mills Road, North York, Ontario

#### **FOR MORE INFO & REGISTRATION**

**<http://bit.ly/SENGToronto>**

#### **COST (IN USD)**

**\$95.20 Members / \$119 Non-Members**  
**SMPG TRAINING: \$375** (includes a one-year membership)

**FEATURING:** Dr. Joanne Foster (keynote) • Brandie Weikle (Keynote) • Dr. Mike Postma • Dr. Matthew Zakreski • Dr. Alonzo Kelly • Dr. Jean Peterson • Evelyn Metcalf • Lisa Sansom • Carol Malueg & More!

SENG's mission is to empower families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually.

#### **CE CREDITS**

SENG Conferences and  
SMPG Trainings may  
fulfill Gifted and  
Talented CE credits  
with district  
permission.

#### **more information**

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