

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: November 12, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	B. Agnew (Chair)	J. Parisi
	R. Barreiro	R. Quesnel
	L. Currie	D. Rabenda
	D. Hotopeleanu	S. Trites
	H. Karabela	
M. Lourenco		

Staff Present

C. Cipriano, Superintendent of Special Education Services
W. Reid-Purcell, Special Education Coordinator
V. Goodwin-Duncan, Special Education Consultant
C. Spotswood, Elementary Teacher
R. Havens, Computer Technician

Members Excused

L. Cipparrone
A. Iantomasi
L. Stephenson

Members Absent

K. Bivand
C. Parreira

Recording Secretary J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 7:05 p.m. with prayer led by B. Agnew.

1.2 Approval of Agenda

Moved by: M. Lourenco

Seconded by: J. Parisi

RESOLVED, that the agenda be accepted as revised.

CARRIED

Agenda was revised to include SEAC Discussion as item 7.5

2. Presentations

2.1 Differentiated Instruction Presentation

B. Agnew welcomed, Special Education Consultant V. Goodwin-Duncan and HCDSB Elementary Teacher C. Spotswood who presented information on Differentiated Instruction.

Documents were distributed to members; time was provided to review/reflect. Information, including the history of differentiated instruction, was provided per the attached presentation.

Questions were answered and member were invited to submit any complex questions that they may have.

2. 2 World Down Syndrome Day Contest Presentation

B. Agnew welcomed Clara Pina and Rosa Maria Valdes, organizers of the Fifth Annual World Down Syndrome Day School Contest. Their presentation included information on the history and goals of the World Down Syndrome Day School Contest. Full details of the presentation are attached.

C. Cipriano confirmed that posters will be distributed and a memo will be sent out to HCDSB schools to promote the contest.

3. Actions to be taken

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

B. Agnew thanked members for the SEAC Soundbytes submitted and welcomed any others that members would like to submit.

6. Action and Information Items

6.1 Spirit of Inclusion Award Criteria (B. Agnew)

B. Agnew asked members to review the criteria and nomination form and provide any feedback.

6.2 Webinar Practice Session (B. Agnew)

Deferred to next meeting. The worked done at the 5:30 pm meeting will be shared with members to assist in preparation for the November 29 SEAC meeting.

7. Communications to SEAC

7.1 **Superintendent's Report**

C. Cipriano provided updates on:

- Psych Assessments: to address the waitlist while continuing our recruitment efforts for psychology a Request for Proposal (RFP) has been issued to outside agencies for 150 psychological assessments
- Local Health Integration Networks (LHIN) Occupational Therapy (OT), Physiotherapy (PT), Speech service contracts for school supports will be transferred to ErinoakKids on January 1, 2019 for one year; ErinoakKids will assume responsibility for these services: accepting referrals and managing waitlists
- Developmental Language Disorders (DLD) D. Kollee attended a working session re: the recent international consensus on use of term DLD and whether SLPs in Ontario should be adopting this term
- Social Workers: attended half day PD on Suicide Risk Assessment at McMaster Hospital
- LHIN-Mental Health and Addiction Nurses: now provide supports to all students in need from JK to 12; previously they only served secondary
- Child and Adolescence Psychiatric Inpatient Services (CAPIS): building stronger collaboration with inpatient mental health program for students from JK up to age 17
- Gifted Catholic Learning Community (CLC): meeting was held in October at St. John CES in Burlington, led by C. Bauman and K. McCarthy, with a continued focus on Project Based Learning
- Ontario Council of Exceptional Children (CEC) Conference: C. Bauman and K. McCarthy will be presenting at the upcoming CEC Conference at the end of November, representing Special Education
- Community of Learning Day: the first ever entire department collaboration took place on Friday, November 9th, the focus was on sharing disciplines and looking at the ways our work connects in support of student achievement and wellbeing. Psychoeducational Consultants, Social Workers, Child and Youth Counsellors, Speech Language Pathologist, Communicative Disorders Assistants, Behaviour

Analysts, Itinerant SERTs, Itinerant EAs Itinerant CYCs, and Special Education Consultants shared information about scope of practice and programming to support student needs; the afternoon provided a demonstration of an effective Transdisciplinary Round

- Supporting Transitions to Post Secondary Pathways for Students with Developmental Disabilities: HCDSB is one of 6 support Boards in the Province contributing to this work; a virtual conference with the Ministry of Education was held on October 23rd, to share our work on this initiative; the focus is on looking at ways to enhance and improve outcomes for students, post-secondary
- **Geneva Centre's Symposium on Autism:** a large team of staff attended in October; our Behaviour Analysts (BAs) shared their evidence-based research and outcomes on the use of a strip suit at the Poster Sessions. Their work was chosen among many submissions to be shared at this international event.
- Peers Pilot: running at Christ the King CSS is going exceptionally well, students are participating fully and completing assigned tasks at home with the support of their parents. We are in the process of working with staff to look at training and next steps to be able to expand this work to other secondary sites
- Human Rights & Equity Manager: Sita Jayaraman has been appointed Senior Manager, Human Rights & Equity
- Mental Health MindUP Pilot Project: is a comprehensive, evidence-based program based on four pillars; neuroscience, social-emotional learning, positive psychology, and mindful awareness; HCDSB continues to expand the program each year
- SEA Breeze Publication: the first SEA Team Newsletter has been developed; the newsletter was shared with members of SEA
- SEAC Nomination information: letters went out last month to all associations that are currently on SEAC seeking nominations for the upcoming term; also reached out to the Halton LD Association; and received a nomination from FASD-One. Currently working with our Strategic Communications department around media releases to the greater community with respect to applications from other associations and the 2 member-at-large community positions.
- Special Incidence Portions (SIP) Claims: have begun, the Ministry has not streamlined the process, so we continue to work on putting together significant supporting documentation for each claim which requires the coordination of our Coordinator, Consultants and Itinerant SERTs. The increase proposed in the Spring was scaled back to its historical cap; response to this decrease was an increase in Special Education Per Pupil Amount (SEPPA) funding
- RSEC: The first Regional Special Education Superintendents (RSEC) meeting for the year will be held on Friday, December 7th at the Peel District School Board for all Toronto Area Boards
- PA Day on November 23: Half of the Educational Assistants will attend a technology in-service; the other half will attend a wellness in-service. EAs will attend the alternate in-services on the next PA Day; CYCs will attend Developmental Assets/Positive Assets PD and Catholic Values Training; Social Workers and Psychology staff participate will in a National Child Protection/Safety PD session
- Spirit of inclusion: a memo is going out to school principals seeking a nomination from each school for the Spirit of Inclusion Award. School plaques will be presented at the March 25th SEAC meeting; and individual awards will be distributed at the Annual Student Awards of Excellence on Monday, April 29, 2019. Members were asked to review the criteria and submit any changes as soon as possible
- Friendship Bench at Notre Dame: an unveiling and blessing ceremony was celebrated on Tuesday October 16
- Life Skills Thanksgiving Feast: took place on Thursday, October 4, 2018 at Jean Vanier Catholic Secondary School; photos were shared
- Special Olympics Cross Country Meets: took place at Kelso Park in Milton, dates by area included: Tuesday October 16 North Halton; Wednesday October 17 Oakville; Thursday October 18 Burlington; photos were shared
- Life Skills Christmas Party Dance: takes place on Thursday, December 13th at Saint Thomas Aquinas CSS from 9:30 am – 1:00 pm. All SEAC are invited and welcome; this **year's theme is Christmas Luau**;

come dressed in your best Hawaiian outfit. Let us know if you'd like to attend so we can make arrangements for you.

- Kindergarten Registration takes place during the third week of January for the 2019-2020 academic year; schools this year will also accept on-line registrations. This is a big day for all families and for us as a board as we start the process of finding out who will be coming to join us who might require support. The kindergarten questionnaire helps us to dig further and make connections to start our transition process.
- Special Education Kindergarten Information Night: will be scheduled in late February
- November 26 SEAC Meeting: will be the final SEAC Meeting for the 2014-2018 SEAC Committee; C. Cipriano invited members out for a social following the final meeting

In response to questions: we will look into providing an update on the LHIN OT, PT, SLP service contracts for school supports being transferred to ErinoakKids; and look into having the SEA Breeze newsletter posted on the Board website.

7.2 Trustee Reports

D. Rabenda congratulated H. Karabela and the 8 new trustees that will start on December 1st; the inauguration will take place at Jean Vanier CSS on December 4th. S. Trites congratulated our SEAC Chair on her new role as Trustee.

7.3 Association Report

7.4 Reports from Other Stakeholder Meetings

7.3 SEAC Discussion

Item added, during the approval of the agenda was to discuss the SEAC recruitment process; topic was covered in the Superintendent report on SEAC nominations

8. Next Agenda: Meeting Monday, November 26, 2018

This will be the final meeting for the 2014-2018 SEAC Committee. The agenda will include the SEAC Webinar planning; followed by a social.

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: S. Trites

Seconded by: R. Quesnel

RESOLVED, that L. Cipparrone; A. Iantomasi; L. Stephenson be excused.

CARRIED

9.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Hotopeleanu

Seconded by: S. Trites

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 8:51 pm with a prayer led by the Chair.

Differentiated Instruction

Victoria Goodwin-Duncan, Special Ed. Consultant
Christine Spotswood, Grade 7 Teacher

11/13/2018

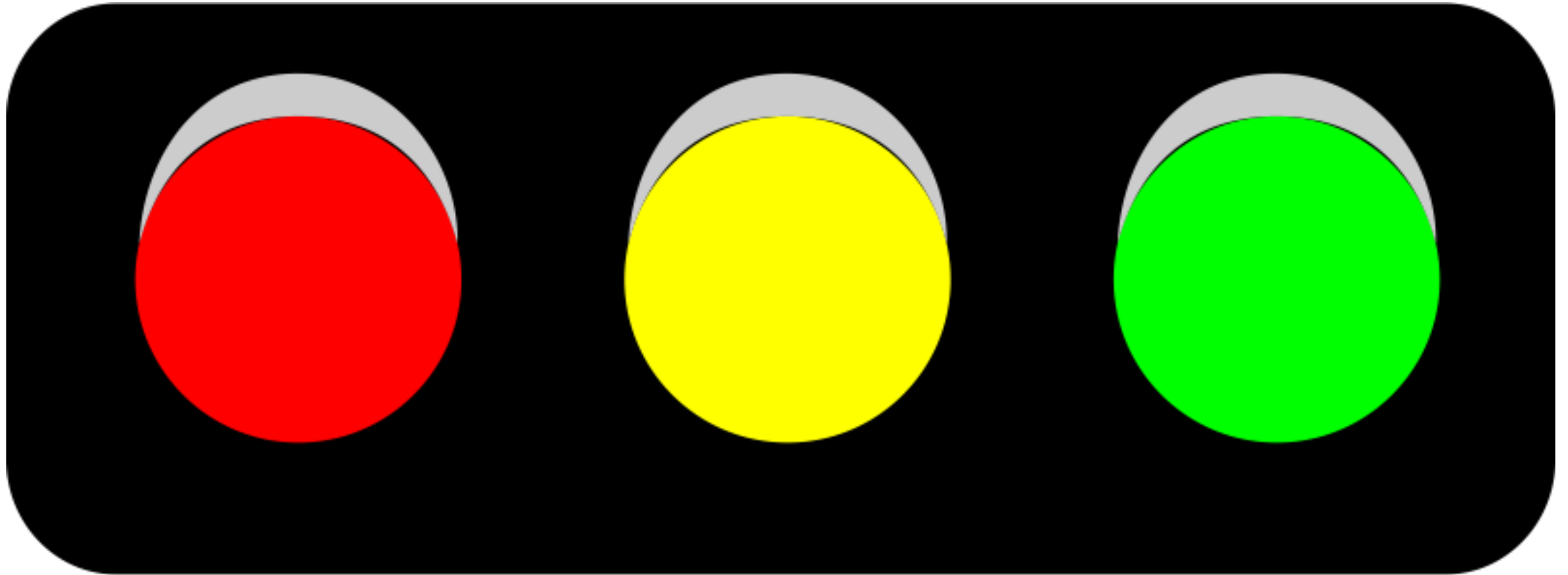
Reflection Questions

Do you have an informed understanding of what ***differentiated instruction*** looks like and sounds like in the Catholic learning environment?

Do you understand the role that assessment plays in ***differentiated instruction***?

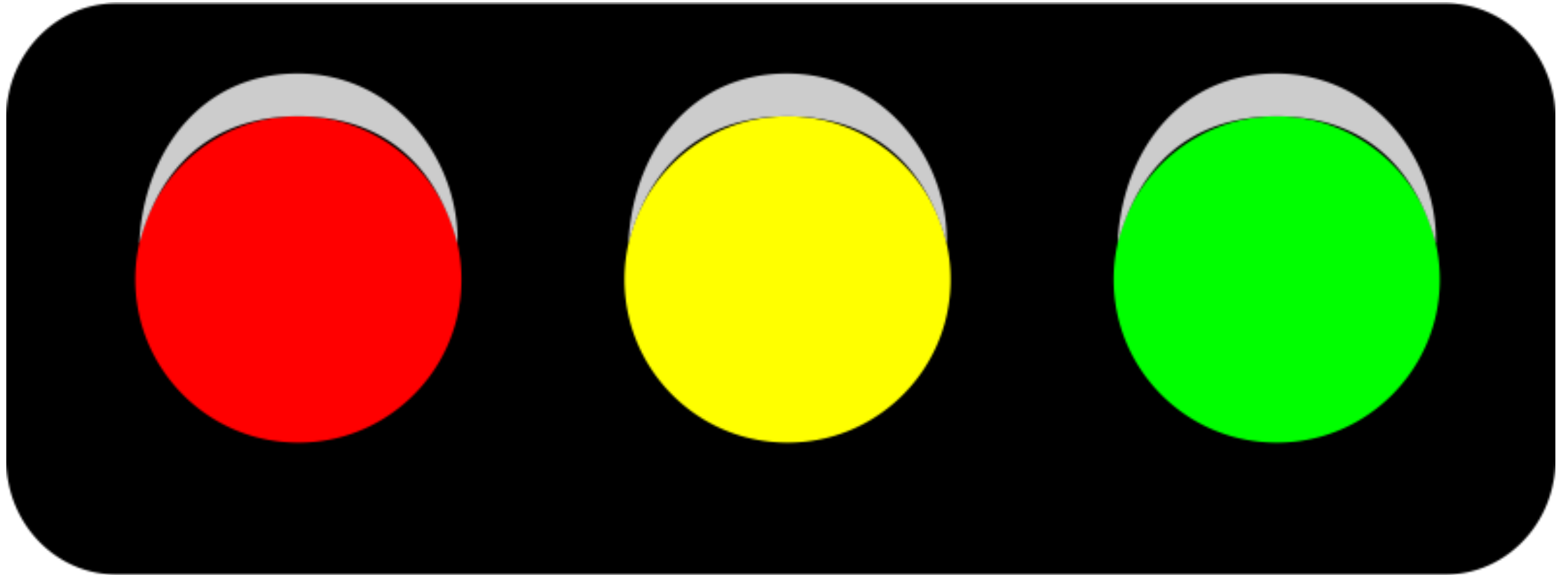
Do you feel confident consulting with educators about student profiles and curriculum implementation?

What is your level of understanding of Differentiated Instruction?



Differentiated Instruction Reflection Inventory

What is your level of understanding of Differentiated Instruction?



Multiple Intelligences

Not all students learn in the same way.

All students have varying talents, and these talents determine each student's learning style.

In academic circles, these individual talents and preferences are known as learning modalities.

Classifying students based on their learning modalities can help teachers structure lessons to meet different needs in a diverse classroom.

Students may not always fall into just one category, so writing lesson plans that use multiple teaching strategies may be necessary.

Taking the time to determine students' learning preferences and tailoring lessons so that they speak to every student will allow educators to meet student needs on a deeper level.

Gardner's 7 Distinct Intelligences

(Gardner, 1991)

Musical

A student with musical intelligence learns best through melody, rhythm and tones. They remember songs well and may use music to remember other things as well. Such students enjoy playing musical instruments and listening for nonverbal sounds in the environment around them.

Intrapersonal

Students with intrapersonal learning styles are intrinsically motivated. They enjoy working independently, require time alone, and like peace and quiet. Intrapersonal learners prefer to investigate new ideas on their own terms.

Interpersonal

A student with an interpersonal learning modality prefers to interact with his or her fellow learners. He or she cares about what other people think and likes to be around others. Interpersonal learners are typically very social and learn best from cooperative experiences like group projects and interactive games.

Bodily - Kinesthetic

Students with bodily kinesthetic intelligence are highly in tune with their physical bodies. They process knowledge through touch and sensation and tend to use gestures when communicating with others. Kinesthetic learners assimilate new knowledge best when they are able to touch and manipulate objects. They also enjoy building and repairing things, physical games and role-playing.

Gardner's 7 Distinct Intelligences

(Gardner, 1991)

Spatial/ Visual

Students with spatial learning modalities are most comfortable visualizing concepts. They like to draw, do jigsaw puzzles, and complete mazes. They may also enjoy designing and building models. When teaching students with visual or spatial intelligence, some of the most effective tools are charts, maps, diagrams, slides and videos.

Logical

Students with logical or mathematical intelligence like to think conceptually. They use clear reasoning and look for relationships and patterns. A student with a logical learning modality learns best when they can test things and conduct experiments. They also enjoy categorizing and

Linguistic

A student with linguistic intelligence prefers to verbalize while learning. He or she is good at remembering trivia, lyrics, verses and other verbal information. Linguistically inclined students also enjoy reading books, playing word games, listening to others and discussing complex issues.

Brief History of DI

The history of differentiated instruction dates back to the 1600s when one room school houses were the staple in education.

One teacher was responsible for educating students in a wide range of grades and ability levels.

As our country transitioned from the one room schoolhouse to grading schools, it was assumed that all children of the same chronological age could learn the same materials at the same pace.

However, struggling students still existed and those who could not keep up with their peers left school and sought work.

1889 Preston Search, worked to make it possible for students to learn at their own pace without the fear of retention or failure.

Search's research and that of many others, guides 21st century educators to build a positive learning environment where a variety of strategies are used to support and guide students on their path to success.

The Role of Assessment and Evaluation



The primary purpose of assessment and evaluation is to improve student learning.

The Seven Fundamental Principles

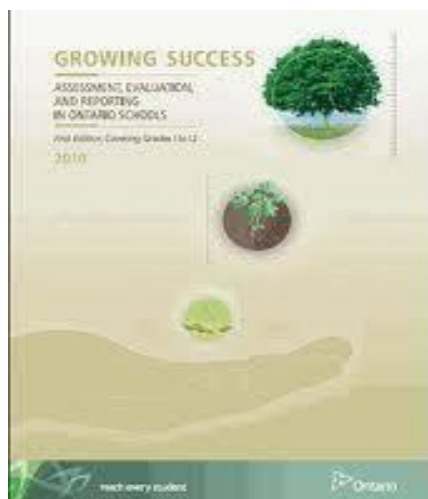
The Seven Fundamental Principles guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment for Learning



Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment for learning</p> <p>“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. <p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals. <p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.

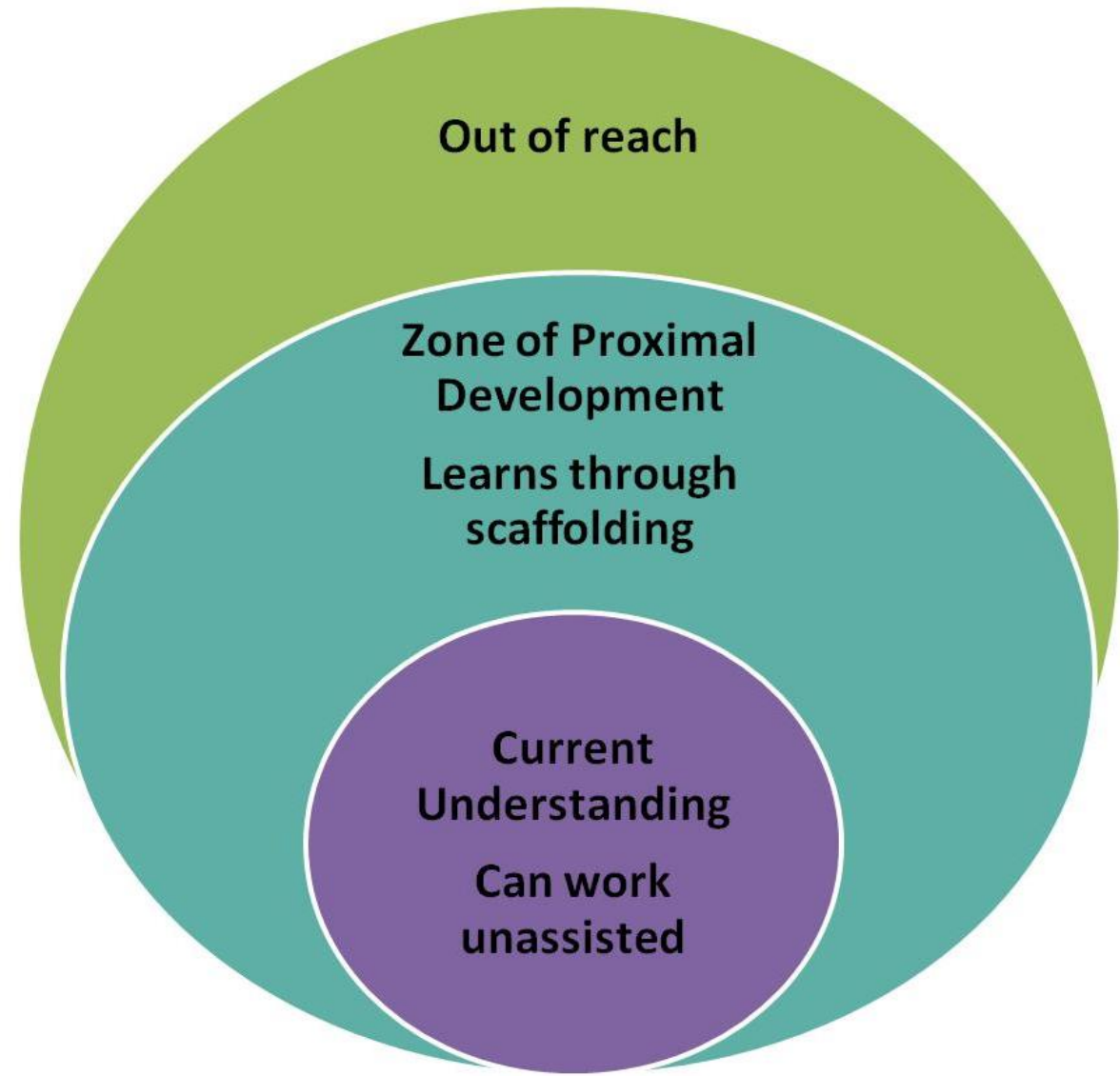
from *Growing Success*

Zone of Proximal Development

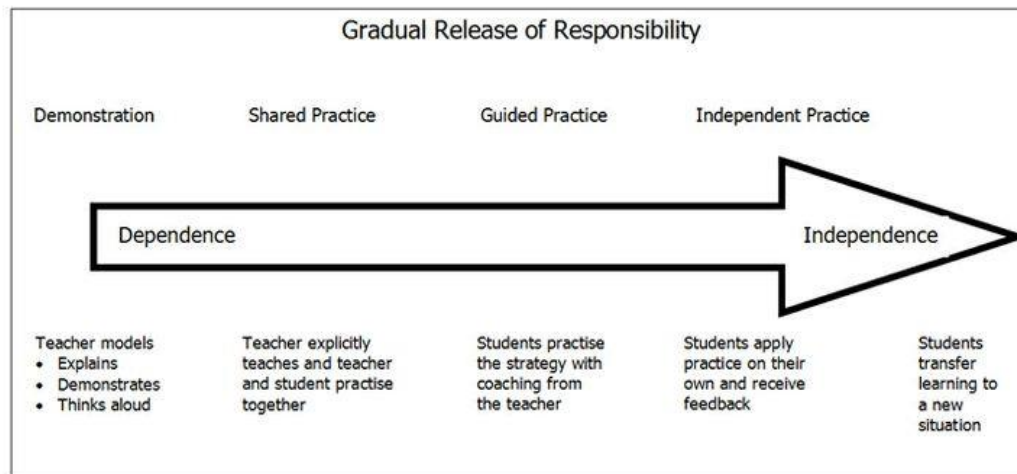
Lev Vygotsky

(1896-1934)

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers."



Gradual Release of Responsibility Model



Framework reflects the theories of:

- Piaget (1952) work on cognitive structures & Schemata
- Vygotsky (1962, 1978) work on Zone of Proximal Development
- Bandura (1965) work on attention, retention, reproduction and motivation
- Wood, Bruner and Ross (1976) work on scaffolded instruction

Assessment *as* Learning



Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment as learning</p> <p>“Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.

from *Growing Success*

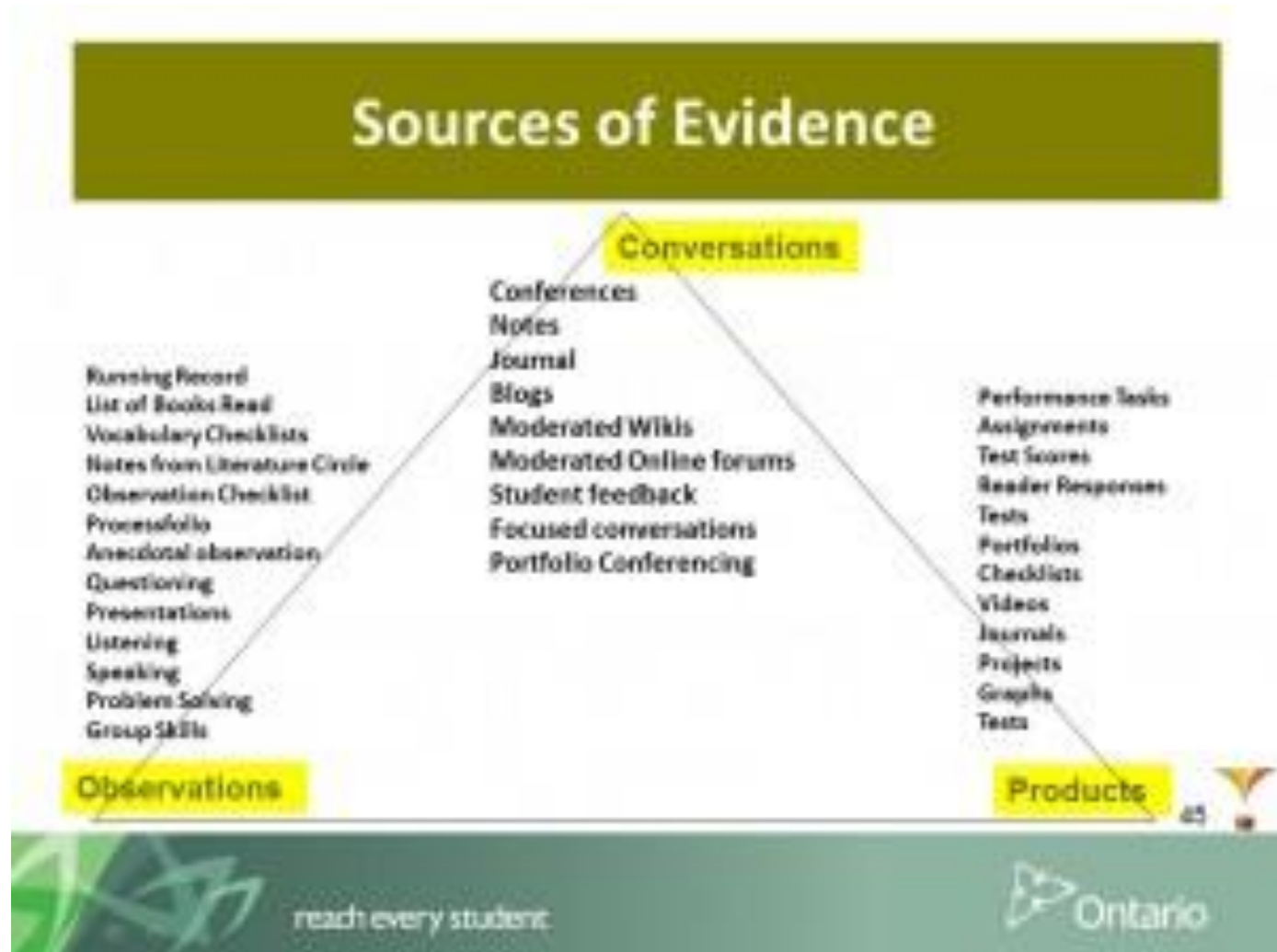
Assessment of Learning



Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment of learning</p> <p>"Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p. 55)</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> occurs at or near the end of a period of learning, and may be used to inform further instruction. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

from *Growing Success*

Triangulation Assessment



Differentiated Instruction is..

Is effective instruction that responds to student's readiness, interests and learning differences.

It allows educators and students to build new learning through connections to existing knowledge and preferred ways of working.

Involves using assessment to gather information about where students are in their learning and using this information to vary the learning environment, instruction, assessment and evaluation.

When educators take thoughtful and deliberate actions to address the particular needs of students and keep in mind a number of essential concepts.

Knowledge of student's readiness to work with concepts, their interests and their learning preferences and seeing all preferences are equally valid.

Teachers using a repertoire of instructional and assessment strategies to meet the needs of different learners.

Differentiated Instruction is.....

Engaging and respectful activities that take the same amount of time for a group of students.

Based on the same curriculum expectations where all students have opportunities to achieve the same high standards (unless on an IEP).

Assessment is ongoing, before, during and after student learning as assessment informs next steps for both the teacher and students.

Use of common assessment tools (i.e. rubrics) even if students have choices in their learning.

Flexible. Students work in short term, flexible learning groups and educators are flexible in creating and altering instructional plans in response to the learner.

Differentiated Instruction is not.....

Individualized learning plans for each student.

More questions or assignments.

Independent reading without curriculum connections.

Free time to draw or practice something students like.

Cooperative learning groups where the gifted kids are the leaders.

Activities that all students will be able to do.

Interest centers not connected to curriculum and at a complex level.

Students competing against each other.

Excluding parents from program planning for their child(ren).

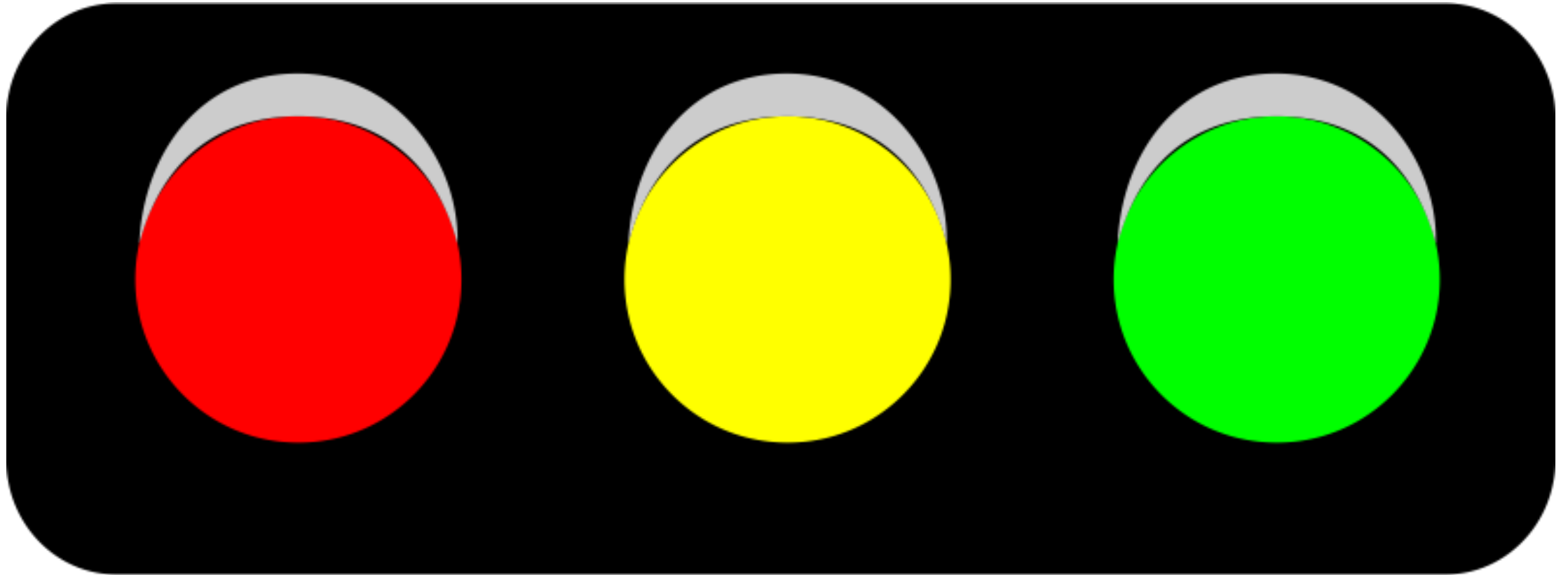
Presentation Goals

An informed understanding of what ***differentiated instruction*** looks like and sounds like in the Catholic learning environment.

The role that assessment plays in ***differentiated instruction*** .

Greater confidence when consulting with educators about student profiles and curriculum implementation.

What is your level of understanding of Differentiated Instruction?



2019 WORLD DOWN SYNDROME DAY CONTEST

OCTOBER 2018





- United Nations sanctioned observance
- Celebrated on March 21st (3/21)
- Goal: create a single global voice for advocating for the rights, inclusion and well-being of people with Down syndrome

- HDSA is a community organization aiming to improve the quality of life for individuals with Down syndrome and their families
- Launched WDSD Contest in 2015
- CONTEST GOAL: to spread awareness about Down syndrome and help promote diversity and inclusion



2015

- First year
- Halton Elementary schools



2016

- Expanded contest to Secondary schools



2017

- Contest available in English & French
- Online registration form
- Survey with schools
- Photo contest for students



2018

- School Photo contest
- Expanded contest to schools outside of Halton with HDSA Members



Up next 2019...

- NEW STUDENT VOICE CONTEST!
- Three new categories:
 1. Essay (grades 6-8)
 2. Artwork (grades 1-5 & 6-8 --> two separate divisions)
 3. Poetry (grades 1-5)
- Three submissions are allowed from each school for each category
- The HDSA contest committee will judge the winners
- NOTE: only one student can win in ONE category (even if they enter multiple)
- The Digital Media Contest will only be one division in which both elementary and secondary schools will be judged together (open to grades JK-12)



Students will get the chance to win **\$500, \$1000, \$2000, or \$3000** for their school
and/or an **Indigo gift card!**

- **Theme: Building Bridges**
- We are introducing a theme for this year's WDSD Contest (for both the Student Voice and Digital Media Contest)
- Implementing a theme will allow for schools and students to focus their celebrations around an idea. The theme of "Building Bridges" centers around bridging and strengthening relationships between people of all abilities to come together to celebrate Down syndrome awareness.



- **Extra Points: Fundraise!**
- Have you sold bracelets for HDSA in the past? Cookies? Buttons? Incorporate a fundraiser in to your celebration and extra points will be awarded.
- E-mail us for an order form and we'll send you HDSA Bracelets, Bandanas or Beach Balls for your school to sell as a WDSD Fundraising Campaign
- Have other fundraising ideas for WDSD? Dress-Down or Blue & Yellow days? Show us how you can raise funds while raising awareness!



E-mail wdsdcontest@haltondownsyndrome.com for HDSA Swag!

Digital Media Contest:

- Schools must submit a 3-5 minute video showcasing how their school celebrated WDSD
- The top three schools have the chance to win \$3,000, \$2,000, and \$1,000 respectively
- Open to grades JK-12

Student Voice Contest:

- Three categories: Essay (grades 6-8) Artwork (grades 1-5 & 6-8), and Poetry (grades 1-5)
- Student submission only
- For each category students can win up to \$500 for their schools and an Indigo gift card
- Open to grades 1-8





1. Help raise awareness about Down syndrome and join an international celebration.
2. Foster diversity and inclusion in your school community.

3. Teach children the importance of equality, empathy, respect, acceptance, friendship and responsibility.
4. Have fun, win prizes, help HDSA fundraise! You can win prizes of \$500, \$1000, \$2000, and \$3000 for your school or an Indigo gift card!



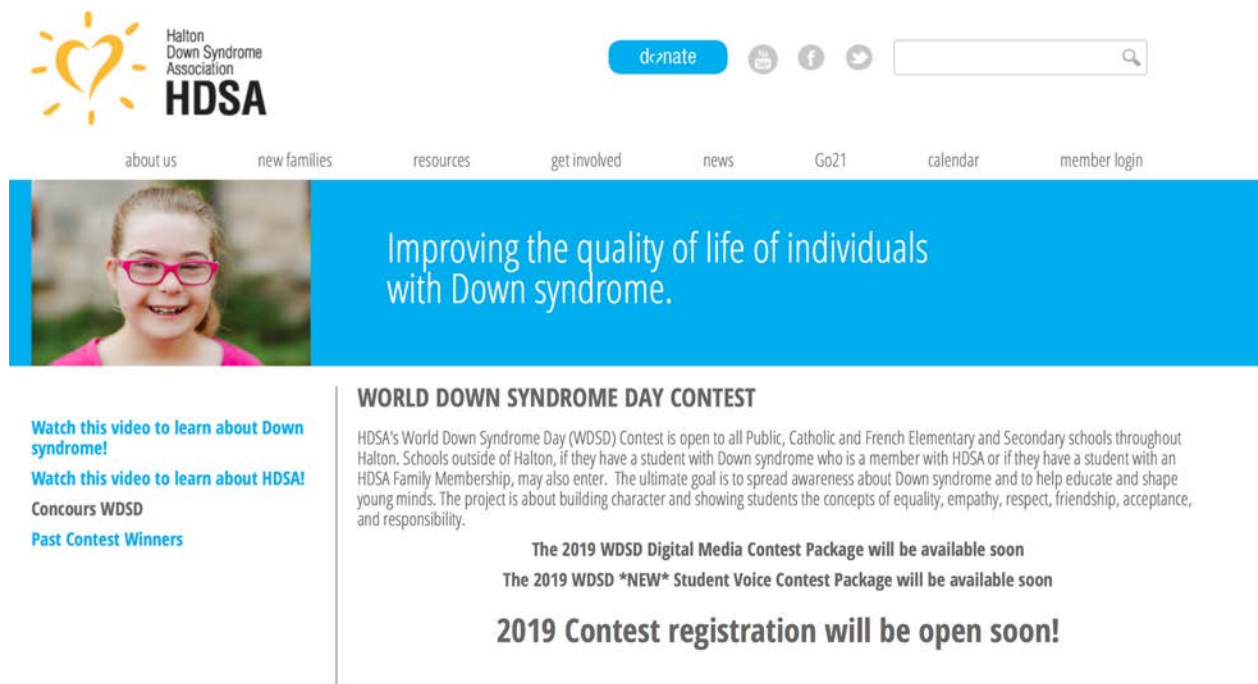
JOIN US IN THIS IMPORTANT CELEBRATION AND MAKE A DIFFERENCE!

HOW TO JOIN THE CONTEST

November – January 31 st	-REGISTER to join our Contest at www.haltondownsyndrome.com/wdsd-contest
February & March	-Celebrate WDSO (keeping in mind this year's BUILDING BRIDGES theme) -Begin working on your submission
Up to April 16 th	-Student Voice Contest: Schools can have up to 3 submissions in each category (essay, poetry or artwork) -Digital Media Contest: Schools can only enter one submission -Enter your submissions and forms by the Deadline!
End of April	-HDSA will announce the contest winners

More information about the 2019 contest will be available on HDSA's website.

- Online registration form & rules
- List of resources about Down syndrome
- Ideas for WDSD celebration
- WDSD Contest Winners' digital presentations from 2015, 2016, 2017, and 2018
- Submission forms



FOR MORE INFORMATION, EMAIL wsdcontest@haltondownsyndrome.com

**Launch poster & letter for teachers will
be sent to all schools in November 2018!
Please ask your principals to forward this
information to your classrooms and post
the materials for your students to see!**



THANK YOU FOR
YOUR TIME AND
CONSIDERATION

