

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date:	October 28, 2019	
Time:	7:00 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
Members Present	D. Bardon R. Barreiro T. Beattie D. Hotopeleanu (Chair) J. Lim	M. Lourenco D. Rabenda Y. Taylor T. Veale
Staff Present	G. Brown, Chief of Mental Health C. Cipriano, Superintendent of Special Education Services P. Daly, Director of Education D. Kollee, Chief Speech Language Pathologist W. Reid-Purcell, Special Education Coordinator	
Members Excused	B. Agnew M. Duarte H. Karabela A. Louca-Ricci P. Moran	
Members Absent	C. Parreira R. Quesnel	
Recording Secretary	A. Hughes	

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 6:58 p.m. with a prayer led by the Chair.

C. Cipriano welcomed York University students enrolled in Special Education additional qualifications AQ Courses who were in attendance. Following the meeting, AQ students will be reaching out to SEAC members to have brief conversations about the associations they represent and their role on SEAC.

1.2 Approval of Agenda

Moved by: D. Rabenda

Seconded by: D. Bardon

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 World Down Syndrome Day Contest-Halton Down Syndrome Association (L. Reid)

D. Hotopeleanu introduced L. Reid, Director of Education with the Board of Halton Down Syndrome Association. L. Reid provided an overview of HDSA and the 2020 World Down Syndrome Day contest. Posters will be distributed to all HCDSB schools. The presentation is attached.

2.2 Mental Health Strategy (G. Brown)

C. Cipriano introduced G. Brown, HCDSB Chief of Mental Health, who presented information on the Mental Health & Addictions Strategy. G. Brown discussed the HCDSB priorities; HCDSB is in the third year of a three-year Mental Health and Addictions strategy. The presentation is attached.

3. Actions to be taken

3.1 Minutes of the September 30, 2019 SEAC Meeting

Moved by: D. Rabenda

Seconded by: D. Bardon

RESOLVED, that the minutes of the September 30, 2019 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

6. Action and Information Items

6.1 SEAC Communications Plan/SEAC Goals

D. Hotopeleanu encouraged members to send proposals for SEAC events to help raise awareness of SEAC and their associations.

C. Cipriano revisited the SEAC Communications Sub-Committee's proposal to host a SEAC event in the new year, with a guest speaker to engage parents in our Board. Suggestions for guest speakers should be emailed to the Chair or Vice Chair. It was suggested that associations could set up information tables.

The SEAC Communications Sub-Committee is also in the process of creating a SEAC Twitter account.

C. Cipriano reminded members to email the Chair and Vice Chair important association dates and information for the SEAC Twitter feed.

C. Cipriano discussed some SEAC goals. Members were asked to consider how the Special Education Plan would be reviewed and if they would like to revisit the Special Education Budget 101 presentation.

C. Cipriano asked members to provide feedback and to come back with suggestions.

6.2 Spirit of Inclusion Award Criteria (CC)

C. Cipriano reviewed the Spirit of Inclusion Award criteria and process with members. A memo outlining the Spirit of Inclusion Award will go out to all schools in November. A SEAC Spirit of Inclusion Award sub-committee will be formed in the new year to review the nominees. C. Cipriano mentioned that at the November SEAC meeting those interested in being on the selection sub-committee will be determined. Previously teachers and support staff nominated students. It was agreed that the nomination process would be opened up this year to include nominations from student peers.

6.3 SEAC Evaluation (Stop/Start/Continue)

C. Cipriano distributed SEAC meeting evaluation forms and invited members to complete and submit the evaluation form. Time was allotted to complete the forms, which were gathered to provide feedback and suggestions to help improve the effectiveness of the SEAC meetings.

7. Communications to SEAC

7.1 Superintendent's Report

C. Cipriano provided updates on:

New SERT Catholic Learning Community (CLC): a second full day session was held on October 22nd. The CLC focused on training our new SERTs in administering the Kaufman Test of Educational Achievement (KTEA), the Canadian Cognitive Abilities Test (CCAT), the new IPRC Meeting Management and Alternative Progress Report Writing.

Community of Learning Day for the Special Education Department: preparations for the next community of learning day are underway to be held on Friday, November 1st. The focus of the day will be "Teaming".

Structured Teaching Class (STC)/Life Skills CLC: was held on October 23. The day consisted of a series of learning sessions about Digital Bins; Clicker 6; information updates regarding the IEP Writer; Alternative reporting; SEA; A4TEAMS and Special Education sites.

Special Incidence Portion (SIP) Claims: the process of data gathering for the submission of SIP claims has begun. This process will occur over the remainder of this month and into mid- December. A slight increase over last school year is expected.

ABA for All Bonanza 2.0: the first working-group meeting for this year's ABA for All Bonanza 2.0 was held. Details will follow as we develop this multidisciplinary extravaganza.

Gifted CLC: was held on September 25, 2019. The focus was on IEP writing; new tools were introduced; the Gifted Rating Scale; a presentation on the Canadian Cognitive Abilities Test (CCAT). This information was also shared in a larger SERT Family of Schools meeting with all the SERTS from the system present. Gifted SETS were also provided with information regarding the possibility of accessing Robotics for their classrooms.

7.2 Trustee Reports

N. Guzzo provided updates on:

- Policy updates include: I-33 Classroom Observation by External Third-Party Professionals; II-12 Management of Aggressive Student Behaviours within Our Schools; II-09 Opening & Closing Exercises; Policy 11-53 Exemption from Instruction in the Family Life Program Fully Alive Related to the Human Development & Sexual Health Expectations in the Ontario Curriculum Health & Physical Education, Grades 1 – 8 was adopted and must be passed by January 2020.
- A Mental Health Strategy and a Student Trustee presentation on e-learning were presented to the Board.

7.3 Association Reports

Halton Down Syndrome Association (D. Hotopeleanu)

D. Hotopeleanu noted the HDSA report was included in the earlier presentation.

8. Next Agenda: Meeting Monday, November 25, 2019

9. Adjournment**9.1 Resolution re Absentees (Chair)**

Moved by: M. Lourenco

Seconded by: N. Guzzo

RESOLVED, that B. Agnew, M. Duarte, H. Karabela, A. LoucaRicci, P. Moran be excused. **CARRIED**

9.2 Adjournment and Closing Prayer (Chair)

Moved by: R. Barreiro

Seconded by: N. Guzzo

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 9:12 p.m. with a prayer led by the Chair.



Halton
Down Syndrome
Association
HDSA

Lisa Reid
October, 2019

Halton Down Syndrome Association

- Community not-for-profit charity formed in 1984
- 1 paid staff member, office in Burlington
- Mostly volunteer
- Parents, professionals and self-advocates
- 172 active members (families often register as one member)
- Mission: To help individuals with Down syndrome become responsible, self-sufficient, fully integrated members of the community who are accepted by their peers and able to lead happy, productive lives



HDSA - What We Do



Advocate

- Work with school system (SEAC: Special Education Advisory Committee), medical community, housing organizations and other agencies in Halton
- Affiliation with CDSS (Canadian Down Syndrome Society) and DSAO (Down Syndrome Association of Ontario)

Foster Community

- Facilitate social events, play dates, and information seminars
- Peer Groups for VIPs and families (Early Years, Elementary, High School, Graduates)

Raise Awareness

- Monthly communications, public events (Go21), campaigns, community trade shows

Provide Support

- Connect with members over phone, email, in person, and social media
- Provide information, advice, and understanding
- Financial, educational, service-navigation, peer-support



HDSA in Action

- Go21 Walk – Raised over \$130,000 in 2019
- Family BBQ & AGM
- DSAO & CDSS Conferences
- Holiday and WDSD Parties
- Programming: Music Therapy, Art Therapy, Sign Language, Gymnastics, Sportball, Bowling, Cooking Classes, Social/Life Skills, Sporting Events, Dances, Reading program
- Information Sessions: Special Education, Oral Placement Therapy, Employment Options, Halton Support Services





Halton
Down Syndrome
Association
HDSA

2020 World Down Syndrome Day Contest

November 2019

World Down Syndrome Day

- ❓ 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.



Halton Down Syndrome Association



- ❓ 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

Sixth Annual WDSD Contest: 2020

- ❓ **2015:** First year of contest, Halton Elementary Schools ONLY
- ❓ **2016:** Expanded contest to secondary schools
- ❓ **2017:** Made contest available in English and French, online registration form, survey for schools was distributed, and NEW photo contest
- ❓ **2018:** Expanded contest to schools outside of Halton with HDSA members
- ❓ **2019:** NEW Student Voice Contest including essay, artwork, and poetry categories, and digital media contest combined secondary and elementary schools in one category together. Added theme 'building bridges' to be incorporated into student voice submissions
- ❓ **2020:** ...

New for 2020

Student Voice Artwork Contest

- Grades JK-3, 4-8 or 9-12
- Can be completed using a digital/online application OR on paper using any art utensils
- Winner of each category will receive an Indigo gift card and have a chance to be featured on the front page of HDSA's Annual Report

Schools OR individual classrooms can enter either Contest

Fundraise for extra points

- ❓ Have you sold HDSA bracelets in the past? Incorporate a fundraiser into your celebration and extra points will be awarded!
- ❓ Email us for an order form and we will 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!
- ❓ EMAIL: wdsdcontest@haltondownsyndrome.com

Sixth Annual WDSD Contest: 2020

Digital Media Contest:

- Schools or classes must submit a 3-5 minute video showcasing how you celebrated WDSD
- Top 3 schools/classes have the chance to win \$2000, \$1000, and \$500 respectively
- Open to grades JK-12

Student Voice Contest:

- Artwork: 3 grade categories – JK-3, 4-8, and 9-12
- Schools/classrooms can win an Indigo Gift Card
- Open to grades JK-12

Reasons to Participate



Help raise awareness about Down syndrome and join an international celebration



Foster diversity and inclusion in your school community



Teach children the importance of equality, empathy, respect, acceptance, friendship and responsibility



Have fun, win prizes, help HDSA fundraise! You can win prizes of \$500, \$1000, and \$2000 of your school or an Indigo gift card!



JOIN US IN THE IMPORTANT CELEBRATION AND MAKE A DIFFERENCE!

How to join the contest?

- Go to HDSA's website and look at the online registration form & rules
- Look at the list of resources about Down syndrome
- Look at the ideas for WDSD celebration
- Look at the WDSD Contest winners' digital media presentations from 2015-2019
- Complete the submission forms

? Timeline:

- ? November – January 31st: REGISTER at <https://www.haltondownsyndrome.com/world-down-syndrome-day/wdsd-contest/>
- ? February & March: celebrate WDSD and work on your submission
- ? Up to April 16th:
 - Student Voice Contest: individual students or classrooms can submit artwork
 - Digital Media Contest: schools or individual classrooms can submit
 - Enter your submissions and forms by the deadline!
- ? End of April 2020: HDSA will announce the contest winners



Go to www.haltondownsyndrome.com for more details

OR email wdsdcontest@haltondownsyndrome.com

Mental Health & Addictions Strategy 2019-2020

SEAC Presentation

Glenda Brown

Chief of Mental Health Programming

October 28th 2019

Background

- **Mental Lead in HCDSB since 2014**
- **It is the role of the Mental Health Lead to facilitate the development and implementation of the Mental Health and Addictions Strategy**
- **We are in the 3rd year of a three-year strategy, 2017-2020**
- **We have a Mental Health & Well-Being Advisory and Steering Committee comprised of many stakeholders whom provide input and give voice from their perspective regarding the Mental Health and Addictions Strategy**
- **The strategy is mandated by the Ministry of Education and School Mental Health Ontario**

System Priorities:

- **Ensure the Mental Health & Addiction Strategy is reviewed and updated annually**
- **Ensure the Mental Health & Well-Being Advisory and Steering Committee meets 3 times per school year**
- **Ensure the Action Plan is implemented system wide in an intentional and systematic way**
- **Continue to build student, staff and family capacity around mental health literacy and well-being**

System Priorities Continued...

- **Ensure students and families are clear regarding pathways to care within our schools and referrals to external agencies**
- **Continue to strengthen collaborations/relationships with community partners**
- **Focus on parent/guardian/family engagement in meaningful ways**
- **Focus on youth engagement; student voice**
- **Roll out our Life Promotion, Suicide Prevention, Intervention and Postvention Protocol to all secondary school teams; elementary protocol to be developed**

School Mental Health Ontario



... is a provincial implementation support team designed to help Ontario school boards to promote student mental health and well-being, through leadership, practical resources and systematic research-based approaches to school mental health.

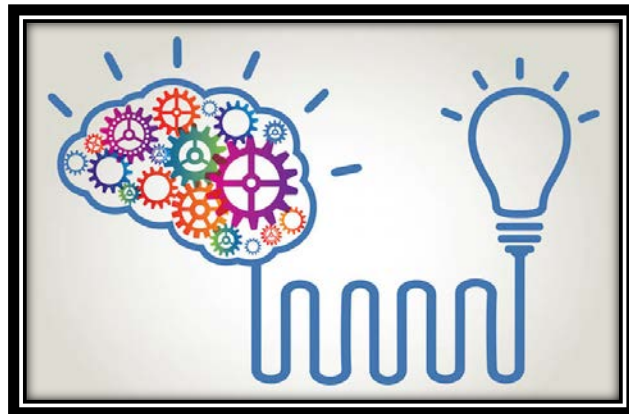
Mental Health & Addictions Strategy: The Role of Education in Mental Health and Well-being

- Create safe, caring, inclusive and mentally healthy classroom
- Build social emotional learning skills
- Increase mental health awareness and reduce stigma
- Help to identify students in need in early intervention and support student pathways to school services support and or external community agencies
- Continuous training for Mental Health Workers and other support services to provide to the best, responsive support to our students, families and schools



Much of what we do in school boards every day – teaching, caring, helping, supporting – is foundational to good mental health

Our goal is to enhance the health and well-being of all children and youth, and to minimize the burden of mental illness and addiction issues for those students who struggle.



Mental Health is more than just the absence of mental illness....



- It includes how you feel about yourself
- How you adjust or respond to life events.
- We all need to take care of our Mental Health, just as we must take care of our physical health!

We teach and promote positive mental health by:

- **Teach problem solving, life and communication skills**
- **Opportunities to develop self-esteem**
- **A sense of belonging**
- **Pro-social skill development**
- **Build resiliency**

Shift attitudes by:

- **Talking about mental health the same way we do about physical health**
- **No one to blame, there should be no shame**
- **Talk openly to reduce stigma**
- **Be mindful of our language**
- **You can have a mental illness and still function and be well**

Signs that a student could be struggling with Mental Health Issues:

- Change in school performance/attendance
- Less interactions with family or friends
- Frequent outbursts of anger or rage/mood swings
- Loss of appetite/difficulty sleeping
- Rebelling against authority
- Substance use/risk taking behaviour
- Disinterest in things they once enjoyed
- Constant worrying/anxiety
- No longer taking care of their appearance
- Change in weight
- Loss of energy and motivation
- Bullying

Concerning Behaviour

These characteristics and behaviours may be signs of an underlying mental health disorder if they are:

- **intense**
- **persist over long periods of time**
- **inappropriate for the child's age**
- **interfere with the child's life**

Cultural Differences

Cultural background influences mental health in a variety of ways, including:

- **How families perceive their child's behaviour**
- **Symptoms can have different meanings**
- **Stigma associated with mental illness which can affect whether a family seeks help for their child's mental health problems**

Focus on: Life Promotion and Youth Suicide Prevention, Intervention and Postvention Protocol

Board Plan 2019-2020:

- **Each Elementary school to have a minimum of 3 people trained in SafeTalk and/or ASIST**
- **Each Secondary school to have a minimum of 5 people who have been trained in SafeTalk and/or ASIST**
- **All CYCs, Social Workers and Psychology staff have been trained in addition to 75 school-based staff**
- **Trainings in SafeTalk and ASIST to be offered throughout the year**

Background

- Suicide is complex, emotionally charged
- Ministry of Children and Youth Services (MCYS) is leading the implementation of an Ontario Youth Suicide Prevention Strategy in collaboration with School Mental Health Ontario and Ontario Centre for Excellence
- Promoting positive mental health and wellbeing and ensuring early and equitable access to needed services are part of a comprehensive suicide prevention strategy

Suicide Prevention/ Risk Management

- **Early Identification of children at risk: Provide targeted prevention and early intervention through Evidence Based Programming (Problem solving, coping and resilience)**
- **Tiered Model of Intervention**
- **Clear Pathways of Support**
- **The majority of our Social Workers are trained in Assessment & Risk Management**
- **Rapid access to services to external agencies**

Protocol Addresses

Suicide Prevention

Suicide Intervention

Postvention (after a death by suicide)

Where To Get Help

School

Social Worker, Child and Youth Counsellor, School Administrator
(Principal, Vice Principal)

Community

Local Hospital, Family Physician, Reach Out Centre for Kids (ROCK),
Police, One-Link, Children's Aid Society, COAST, Children's Mental Health
Association, Parish/Church, A Trusted Adult

Active Suicide Attempt

If this is a medical emergency

call 911

Ensure student is not left alone
Contact Principal, Parent/Guardian



"For surely I know the plans
I have for you, says the Lord,
plans for your welfare and not
for harm, to give you a future
with hope."

Jeremiah 29:11

**Supporting Students Who Might Be
At Risk For Suicide**



Helpful Things To Say

"I am really glad that you came to me."

"Help is available here in school and in the community."

"Even though you may feel that way, you are not alone."

"With help, it can get better. There is hope."

Some Potential Warning Signs

1. Repeated expressions of hopelessness or depression. Students may make comments such as "I just don't know what to do"; "I should never have been born"; "You all would be better off without me".....
2. Behaviour that is out of character for the student
3. A sudden and unexpected change in behavior eg: from a depressed mood to very cheerful attitude
4. Giving away prized possessions
5. A preoccupation with death and dying
6. Demonstrating uncharacteristic impulsive behaviours
7. Having a suicide plan
8. Recent crisis or loss in a relationship
9. Inability to think of the future

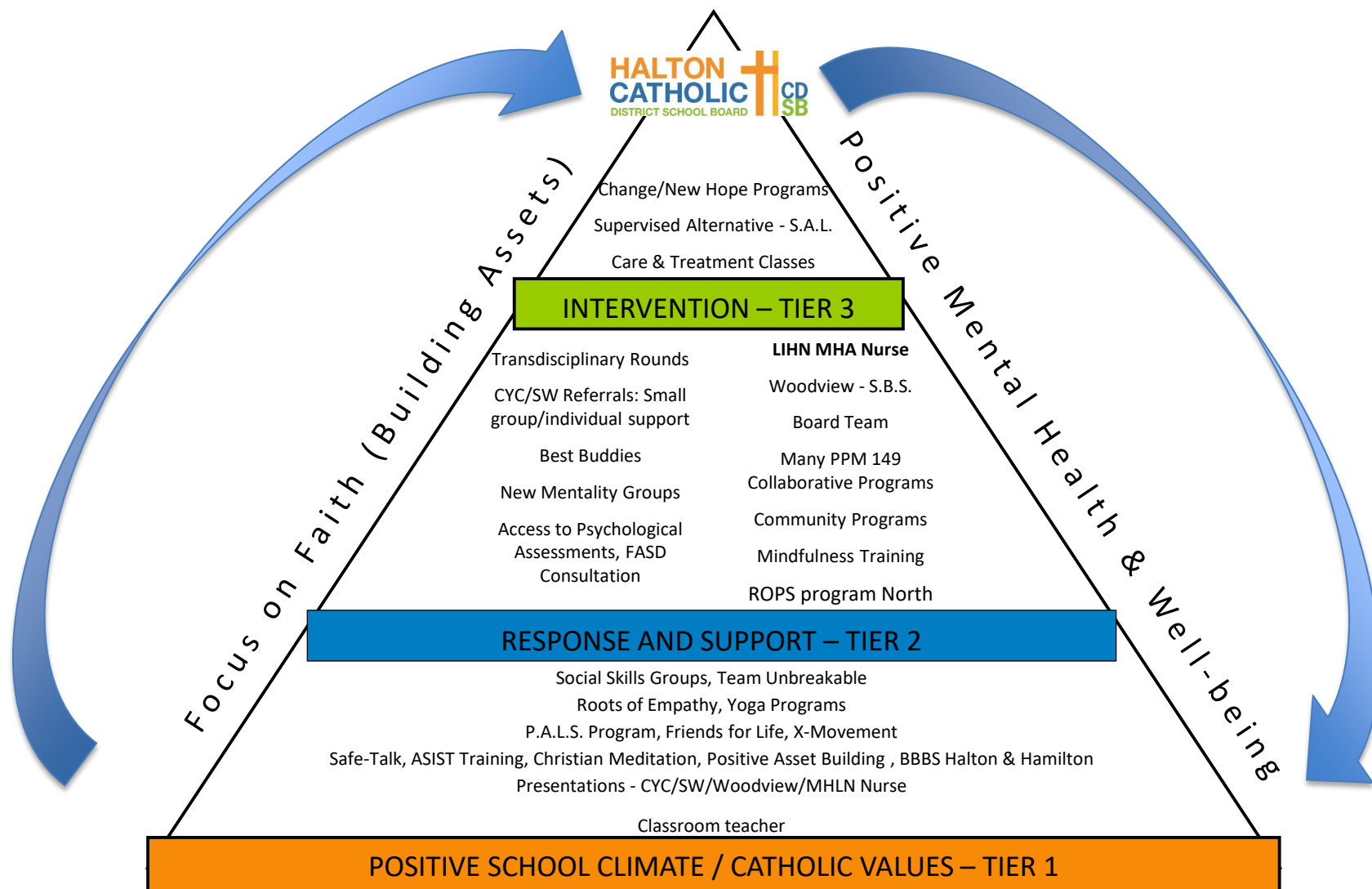
What Should I Do Now?

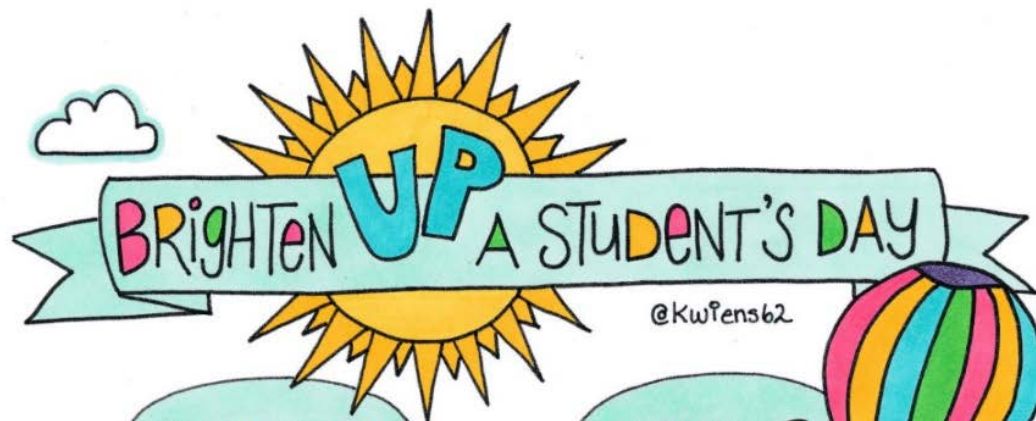
- ✓ Remain Calm
- ✓ Locate a safe and private space to talk
- ✓ Listen in a non-judgemental way
- ✓ Promise privacy; not confidentiality
- ✓ Access support in your school (eg: CYC, Social Worker, Administrator)

Do Not

- ✗ Promise confidentiality
- ✗ Leave student alone
- ✗ Blame or shame student
- ✗ Minimize the student's concerns
- ✗ Discuss with other staff outside of the support team

HCDSB Tiered Model of Intervention





@KwTens62

SHOW UP

BREATHE
SLOW DOWN
BE PRESENT

LEAVE YOUR EGO AT THE DOOR
BE AWARE OF YOUR OWN STRESS
TAKE CARE OF YOURSELF

LIGHT UP

SMILE BRIGHTLY
HAVE "SOFT EYES"
GREET STUDENTS BY NAME

GIVE A MOMENT OF YOUR FULL ATTENTION
LISTEN WITH YOUR HEART
CHOOSE JOY

BUILD UP

START WITH STRENGTHS
HAVE A PLAN & A PURPOSE
FOSTER INDEPENDENCE
REDUCE STRESSORS
SCAFFOLD LEARNING
MEET NEEDS

NEVER GIVE UP

GIVE FRESH STARTS
EMBRACE A GROWTH MINDSET
ASK: WHY? & WHY NOW?
BE A STRESS DETECTIVE
OFFER UNCONDITIONAL POSITIVE REGARD
EVERYONE IS DOING THE BEST THEY CAN



YOUR POSITIVE, SUPPORTIVE PRESENCE IS ONE OF THE
MOST SIGNIFICANT INFLUENCES ON A STUDENT'S DAY

"YOU ARE THE STRATEGY" ~SUSAN HOPKINS

What Does Student Mental Health Look Like...

“Ontario students flourish when there is a strong sense of belonging at school, a positive sense of self, fluency in skills for managing academic and social/emotional challenges and surrounded by caring adults along with communities equipped to identify and intervene early with students are struggling with mental health problems”.



Special Education Advisory Committee (SEAC)

Association Report

Association:	HDSA
Representative:	Dan Hotopeleanu
Meeting Date:	October 28, 2019
Upcoming Events or Conferences	<p>Halton Down Syndrome Association is excited to launch its Sixth Annual World Down Syndrome Day School Contest across Elementary and Secondary schools in and around Halton. Last year's contest reached almost 15,000 students across and beyond the Halton region. A total of 28 schools registered - choosing between our Digital Media or Student Voice Contest. Please see below for what's new for the 2020 WDSD School contest:</p> <ul style="list-style-type: none"> • Student Voice Artwork Contest: three divisions (JK-3, 4-8, or 9-12) in which artwork will be judged and can be submitted as a digital or traditional piece • Schools OR individual Classrooms can enter: Schools or individual classrooms can enter either contest. Both contests are open to Grades JK-12 <p>In the attached presentation you will find more details about the 2020 WDSD Contest.</p>
Website links/Brochure /Flyer attachments:	attached
New Initiatives:	