

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: January 27, 2020
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	B. Agnew	J. Lim
	M. Arteaga	A. Louca-Ricci
	D. Bardon	P. Moran
	R. Barreiro	D. Rabenda
	T. Beattie	Y. Taylor
	M. Duarte	T. Veale

Staff Present

C. Cipriano, Superintendent of Special Education Services
P. Daly, Director
A. Jones, Manager, Educational Assistants
D. Kollee, Chief of Speech Language Pathologist

Members Excused

N. Guzzo
D. Hotopeleanu
H. Karabela
M. Lourenco

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 7:00 p.m. with a prayer led by C. Cipriano.

1.2 Approval of Agenda

Moved by: D. Rabenda

Seconded by: M. Duarte

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Actions to be taken

2.1 Election of SEAC Chair

C. Cipriano called for nominations for Chair of the Special Education Advisory Committee for the term January 2020 to December 2020.

RECOMMENDATION

Moved by: M. Duarte

Seconded by: P. Moran

That, B. Agnew be nominated for Chair of the Special Education Advisory Committee for the term of January 2020 to December 2020.

B. Agnew accepted the nomination.

C. Cipriano called for other nominations; no other nominations were received.

B. Agnew was acclaimed Chair.

2.2 Election of Vice SEAC Chair

C. Cipriano called for nominations for Vice Chair of the Special Education Advisory Committee for the term January 2020 to December 2020.

RECOMMENDATION

Moved by: B. Agnew

Seconded by: D. Bardon

That, T. Beattie be nominated for Vice Chair of the Special Education Advisory Committee for the term of January 2020 to December 2020.

T. Beattie accepted the nomination.

C. Cipriano called for other nominations; no other nominations were received.

T. Beattie was acclaimed Vice Chair.

C. Cipriano turned the meeting over to B. Agnew and T. Beattie.

2.3 Minutes of the December 16, 2019 SEAC Meeting

Moved by: P. Moran

Seconded by: J. Lim

RESOLVED, that the minutes of the December 16, 2019 SEAC Meeting be approved as presented.

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

3. Presentations

3.1 Learning Disabilities Association of Halton-Hamilton (LDAH)

B. Agnew introduced A. Brindle, President of Learning Disabilities Association of Halton-Hamilton (LDAH).

A. Brindle provided an overview of LDAH, the definition of a Learning Disability and details on programming that LDAH provides. The presentation is attached.

4. Declarations of Conflict of Interest

5. Business Arising from Previous Meetings

6. Special Education Board Policy Review

6.1 School Uniform Consultation

B. Agnew informed members that the Board is seeking input on school uniform providers as the current school uniform supplier's contract is expiring soon. The intent of the School Uniform Consultation Feedback was explained. School Uniform Provider Consultation response feedback forms were distributed to members. Members were given 10 minutes at the meeting to fill in the response feedback forms and returned them to the chair to be consolidated. Consolidated responses will be forwarded to the Superintendent of Education, School Services.

7. Action and Information Items

7.1 Nomination re: Autism Ontario (Chair)

B. Agnew announced that a nomination had been received from Autism Ontario for M. Murphy to represent their association on SEAC. The Autism Ontario nomination will go to the Board meeting on Tuesday, February 4th for trustee approval.

7.2 SEAC Meeting Evaluation (C. Cipriano)

SEAC meeting evaluation forms were distributed at the October and November SEAC meeting to solicit feedback toward more effective meetings. C. Cipriano reviewed the responses submitted and noted the major themes and consistencies for each of Stop; Start; Continue; and Comments sections of the evaluation.

C. Cipriano addressed issues such as broadening the scope of SEAC and bringing back open discussion to the SEAC agenda under Business Arising from Previous Meetings.

7.3 Special Education Plan Review Discussion

In preparation for the upcoming review of the Special Education Plan (SEP), it was discussed how SEAC would like to approach reviewing the plan. A discussion occurred. It was agreed that an electronic copy of the SEP would be sent to members to prepare in advance and the plan will be reviewed at the March, April and May meetings. The March, April, May SEAC meetings will begin at 6:00 pm.

7.4 Minister's Advisory Council on Special Education (MACSE) (Chair)

B. Agnew referenced a letter from another school board's SEAC to the Minister of Education that was shared with SEAC members discussing the status of the Minister's Advisory Council on Special Education (MACSE). It was noted that several volunteer vacancies needed to be filled to make up the MACSE committee. B. Agnew encouraged members to consider volunteering. Deadline for applications is March 6, 2020.

B. Agnew suggested sending in a letter of concern from the Halton Catholic District School Board SEAC to the Minister of Education.

B. Agnew asked for a show of hands in agreement with the letter.

7.5 SEAC Event Planning Update

B. Agnew reviewed that the SEA showcase is May 11th at Corpus Christi and that SEAC can join the SEA Showcase night with association tables displayed. B. Agnew asked for members feedback and members voted yes to joining the May 11th night.

8. Communications to SEAC

8.1 Superintendent's Report

C. Cipriano provide updates on:

Good News Storey: a good news storey was shared that was a result of a SEAC member's advocacy.

October ONSIS: Will presented at February SEAC.

November SEAC SEA Presentation: During the SEA presentation at the November SEAC meeting, the question came up "*is it possible to run a report that identifies numbers of students who have SEA equipment by exceptionality on the new engine*". The answer is yes there is a report on the new engine that can sort by exceptionality and equipment.

Educational Assistants Professional Development Days: Managers have been ensuring a valuable agenda for the upcoming PD Days. January 31st will be FASD Introduction and Awareness, presented by members of the Halton FASD Resource Team. February 14th will be FASD Considerations for Practice and a Collaborative Relationships in FASD Intervention. PD is being provided to the EA groups during any labour unrest days.

EA Survey Results: There was over 80% response rate. The EA Managers will present the EA Survey results at the February SEAC meeting.

Independence Rubric Process: Consultants and I-SERTs have started the process of assessing student independence, through the Independence Rubric Process. This work will go on from now through May and will include assessing each new student coming to us for September 2020, through both Kindergarten registration and the transition of any new students to our board from other boards across the province, and from other countries.

Kindergarten Parent Information Night: for parents of children with special needs, entering Kindergarten in September, will be held on Tuesday February 11th at 7:30 at St. Benedict, in Milton. For all parents in all regions.

Gifted Community of Learners : Gifted SETS from across the system met on January 8th. The focus was on teacher capacity with Lego Robotics prior to beginning student training in coding and robotics.

Speech Language Pathologists: completed Part 2 of training on Informal Dynamic Assessment of Social Thinking/Social Cognition.

Pilot Groups of Social Thinking: a program to support social cognition and social communication, are running now with carryover activities for the classroom between sessions being developed.

Psychological Assessments: an update was provided on current wait times for psychological assessments. It was agreed that there will be a standing item in the Superintendent Report in November, March and June, reporting on Psychological assessment wait times.

Gifted Screening: Psychology staff are starting gifted screenings.

Behaviour Analysts: are planning an evaluation of our PEERS social skills program that we have piloted.

8.2 Trustee Reports

M. Duarte reported on:

- At the December 17, 2019 Board meeting, Policy II-19 Educational Field Trips was approved by the Board. It should be noted that under “Requirements” it says that “Accommodations must be considered for students with respect to medical conditions, accessibility, transportation, etc..”
- At the January 21, 2020 Board meeting, there was a presentation by the Compassionate Care Crisis Response Team. The presentation included the structure of our HCDSB CCCRT team and how they are set up to handle compassionate support when events occur.
- Trustees attended the “School Uniform Consultation” meetings in Burlington and Milton. The survey is open on-line to parents, students and staff which will be used in the selection process for the criteria for uniform suppliers.
- Trustees attended the Ontario Catholic Schools Trustees Association (OCSTA) workshop and conference in Toronto.

- The Board has expressed a need to expand Early French Immersion Programming and a request has gone out to all stakeholders across the board to solicit their comments. A report should be provided at the next board meeting.

8.3 Association Report-LDAH

T. Beattie provided information on the Learning Disabilities Association of Halton-Hamilton (LDAH) Solutions for Learning Conference on March 11 with guest speaker DJ Cunningham. Registration for LDAH workshops can be completed on the website. The LDAH Reading Rocks program needs volunteers. Details are outlined in the attached LDAH association report.

9. Next Agenda: Meeting Monday, February 24, 2020

10. Adjournment

10.1 Resolution re Absentees (Chair) N. Guzzo, D. Hotopeleanu, H. Karabela, M. Lourenco

Moved by: M. Duarte

Seconded by: T. Veale

RESOLVED, that be excused.

CARRIED

10.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Bardon

Seconded by: R. Barreiro

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 8:50 p.m. with a prayer led by the Chair.



Idahh • Learning Disabilities
Association of Halton-Hamilton

The right to learn, the power to achieve

Who We Are And What We Do?



Learning Disabilities Association of Halton-Hamilton

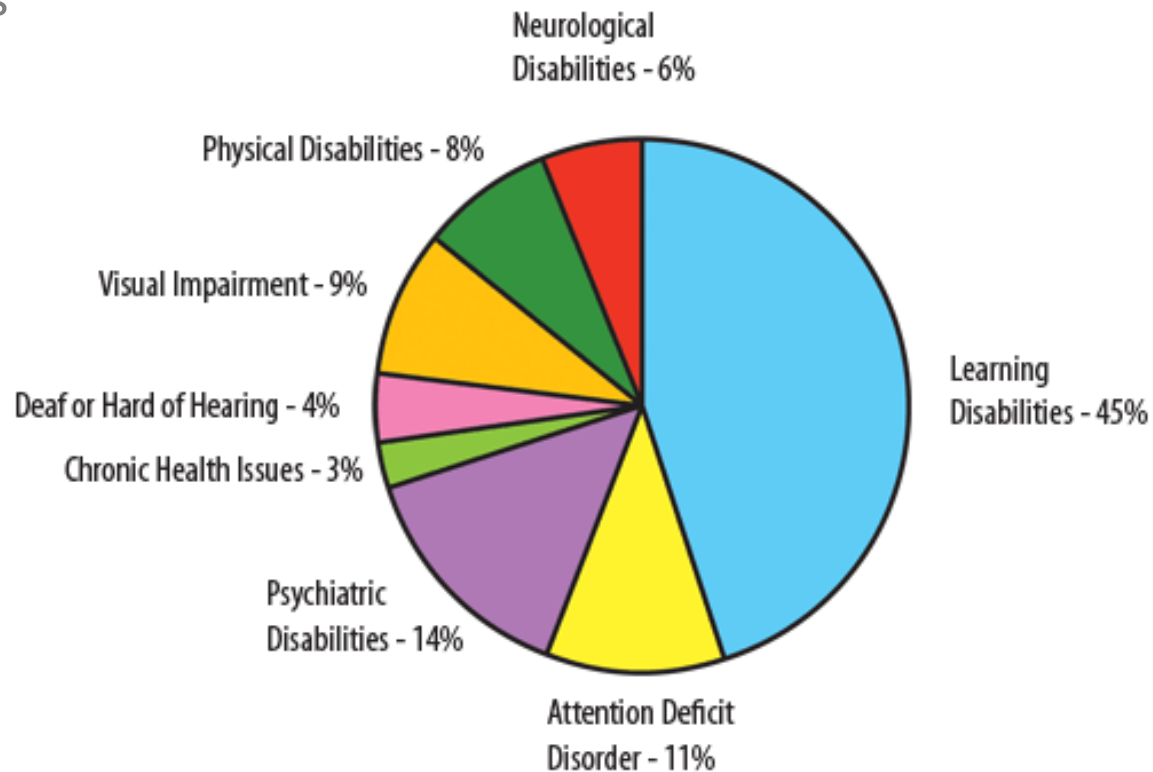
- A chapter of the Learning Disabilities Association of Ontario (LDAO)
- Non-profit Organization

*Our purpose is to provide resources and support to individuals who are affected by learning disabilities within the Halton-Hamilton Region. We provide leadership in learning disabilities **advocacy, research, education and services**, and advance the full participation in society of children, youth and adults with learning differences.*



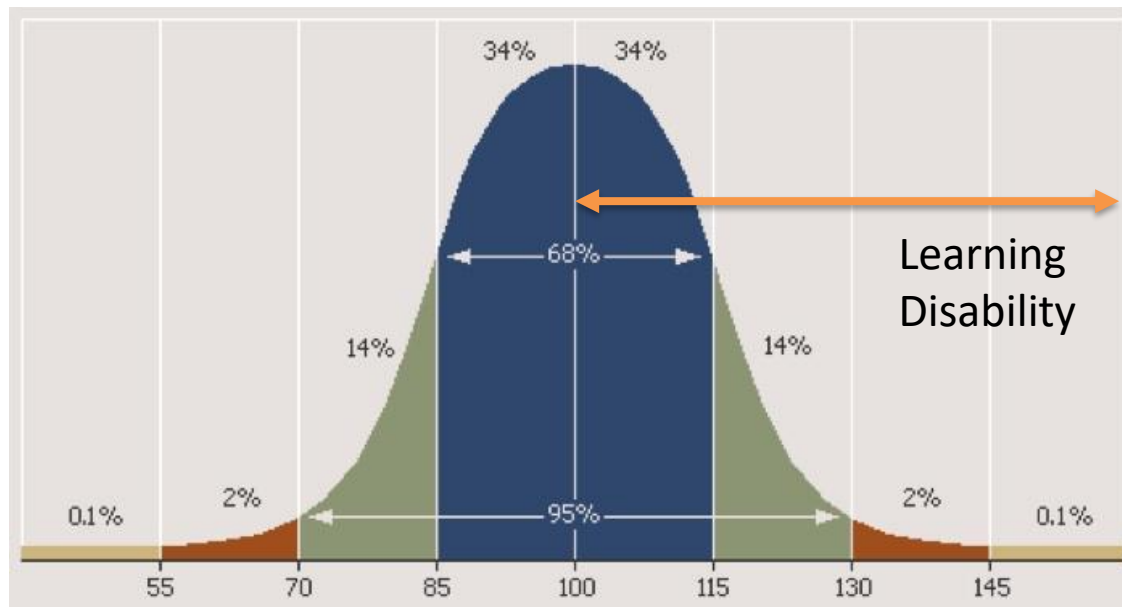
Who Do We Represent?

Approximately 10% of the population: 1-2 children in every class



What Are Learning Disabilities- LDs?

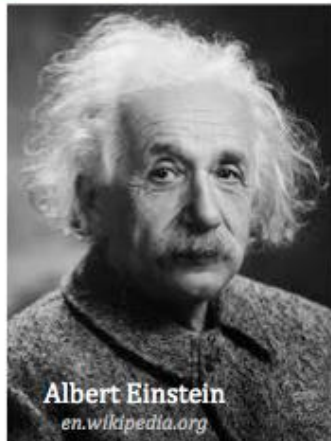
- Lifelong
- Average to gifted intelligence



- Unexpectedly low academic achievement or extremely high effort



Celebrities have LDs too!



What Are Learning Disabilities?

Can affect :

- Language processing (understanding and expressing information using words)
- Visual-spatial processing (perceiving/ organizing visual information)
- Visual-motor processing (carrying out hand-eye activities)
- Phonological processing (identifying and manipulating speech sounds)
- Processing speed (speed of taking in, using or pulling out information)
- Working memory (holding information while using it)
- Executive functions (planning and organizing)



What Are Learning Disabilities?

Academic Skills Affected :

- Oral language
- Reading
- Writing
- Maths
- Organization
- Social Skills/Interactions



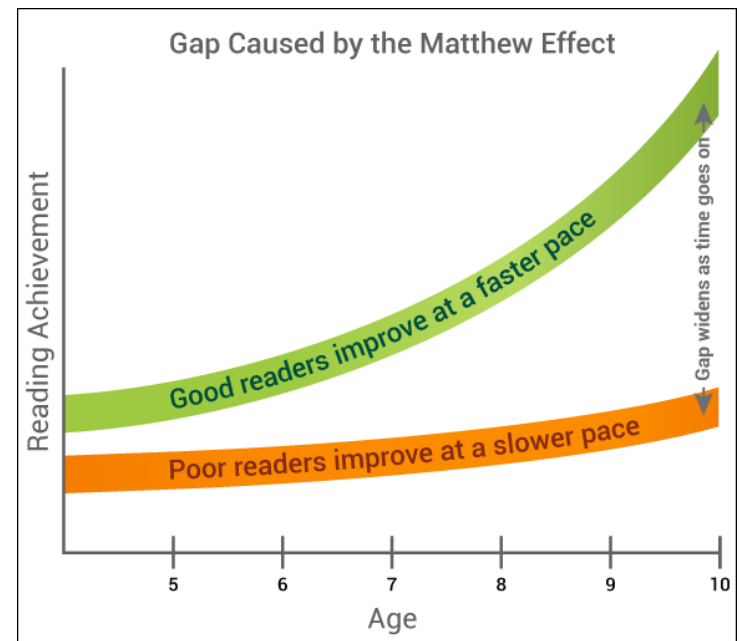
Strategies for Students with LD

- Although a LD cannot be outgrown, students **can successfully cope with their LD when resources and strategies are put in place**
- Students with LDs need specialized interventions appropriate to their individual strengths/needs, including:
 - Specific skill instruction;
 - Development of self-advocacy skills;
 - Appropriate accommodations.



Importance of Early Intervention

- Teachers need to be alert to possible signs of an LD
- Without proper supports and accommodations, they fall further behind their peers
- Lower motivation, which increases gap



Secondary Characteristics of Students with LDs

- Secondary characteristics:
 - Low self-esteem
 - Low self-concept
 - Poor academic outcomes
 - Social and emotional difficulties
 - Lack of motivation
 - Mental Health related problems

Some students with LDs may **appear** to be unmotivated or not trying hard enough, when in fact they are likely discouraged of their struggles.



Statistics For Students With LDs

- 35% of students with LDs will drop out of school
- 62% of students with LDs will be unemployed a year after graduation
- 36% of youth in correctional facilities have specific LDs
- Almost 50% of adolescent suicides have a diagnosis of an LD



What LDAHH Does

Programming

- **Orton-Gillingham Tutoring**
 - 1-1 literacy and math support
- **Reading Rocks**
 - 1-1 early literacy intervention for struggling readers (6-12 years)
- **Typing**
 - Multi-sensory program
- **Assistive Technology**
 - Writing and researching skills
- **Self-Advocacy Training**
 - For Gr 6-8 and Gr9+
- **Social Skills**
 - In development



What LDAHH Does

Services

- **Parent Advocacy Support**
 - Telephone and in-person support
 - Workshops
 - Crisis support
- **Lecture Series**
 - Topics of interest
- **SEAC Representation**
- **Educator's Conference**
 - March 11th, 2020
 - Keynote speaker
 - 12 break-out speakers- leading experts in the field
- **Community Awareness**
 - Workshops for other community groups



Special Education Advisory Committee (SEAC)

Association Report

Association:	LDAH
Representative:	Tammy Beattie
Meeting Date:	January 27, 2020
Upcoming Events or Conferences	<p>March 11, 2020 8am-3:15pm– <i>Solutions for Learning Conference</i> Early Bird tickets available until February 1st. Flyer attached Key note speaker: DJ Cunningham <i>“Building Resiliency in Students with Learning Disabilities”</i> Many great breakout sessions.</p> <p><i>How Money Works – Financial Literacy Education for the Family</i> Thursday, January 30, 2020, 6:30 pm</p> <p>Workshop Description: Learning about managing money is essential to success in life, yet our school system doesn’t teach the basics. Many Canadians don’t know where to find the right information to build a strong financial house for themselves and their families. Our goal is to help families get educated and on the right path to financial success. This workshop will make the conversation around money straightforward and help everyone in the family learn <i>How Money Works</i>.</p> <p><i>This workshop is ideal for parents, teens, young adults, or adults. Parents are encouraged to attend together with their high school aged child.</i></p> <p>What do you get for attending? Budget worksheet Complimentary Financial Needs Analysis (customized financial program) from a licensed advisor How Money Works book + How Money Works for Kids book</p> <ul style="list-style-type: none"> • Highschool Student \$15 • LDA Member \$25 • Non Member \$30 <p>Reading Rocks – Volunteer Tutors needed</p> <ul style="list-style-type: none"> • Commitment 8 weeks – twice a week (Jan-March, April-June) • Milton, Hamilton, Oakville, Burlington • Min 17 years of age • Flyer attached and link below

Website links/Brochure /Flyer attachments:	<p>Solutions for Learning Conference Flyer attached https://ldahalton.ca/wp-content/uploads/2019/11/LDAHh-Solutions-For-Learning-Conference-2020-Flyer.pdf</p> <p>https://ldahh.ca/solutions-learning-lecture-series/</p> <p>https://ldahh.ca/wp-content/uploads/2019/11/2019-Reading-Rocks-Volunteer-Literacy-Tutor-Role-Description.pdf</p>
New Initiatives:	
Other Information:	

The Learning Disabilities Association of Halton-Hamilton presents:

The 9th Annual

Solutions for Learning Conference: Enhancing Minds



Wednesday, March 11, 2020 8:00am - 3:15pm

Holiday Inn Burlington Hotel & Conference Centre, 3063 South Service Rd., Burlington, ON L7N 3E9

A day filled with important information sharing, professional development, and networking, centred around supporting students with Learning Disabilities and/or ADHD. Featuring a morning keynote address, followed by 3 breakout sessions with 4 presentations to choose from.

Featuring Opening Keynote Address:

**“Building Resiliency in Students with
Learning Disabilities”**

Presented by DJ Cunningham



Featured Breakout Session Topics:

- Phonological Awareness
- Assistive Technology
- Math and LDs
- Executive Functioning Skills
- Assessing Thinking
- Resilience
- Mental Health
- Creativity and LDs
- ADHD
- Literacy

Complete descriptions of the sessions are available online:
www.Ldahh.ca/annual-conference

The day will also include door prize draws, giveaways, and exhibitors.

REGISTRATION

FEES:

Early Bird Registration Specials

(Before February 1, 2020):

LDA Members: \$192.00

Non-LDA Members: \$242.00

Full Time Students: \$132.00

Groups of 10+: \$192.00

Registration Rates after January 31, 2020

LDA Members: \$222.00

Non-LDA Members: \$272.00

Full Time Students: \$162.00

Groups of 10+: \$222.00

Same Day Registration (March 11, 2020)

\$297.00 for all (space permitting)

HOW TO REGISTER:

Visit: www.Ldahh.ca/annual-conference

Registration includes breakfast, lunch, and refreshments, door prize draws and giveaways

560 Guelph Line
Burlington, ON
L7R 3M4



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Association of Halton-Hamilton**

The right to learn, the power to achieve

905-333-1977
conference@Ldahh.ca
www.Ldahh.ca

Reading Rocks Volunteer Literacy Tutor – Role Description

Purpose:	This 8 week literacy intervention program is designed to motivate and help vulnerable readers between the ages of 6-12 gain confidence and academic success in reading.
Responsibilities:	<ul style="list-style-type: none"> · Conduct an informal literacy assessment on the first day of program (pre assessment) as well as on the last day of program (post-assessment) to determine the child's area of need and to measure the gains that they make in the program. · Implement engaging, hands-on literacy activities and games that teach phonics, sight words, fluency that are matched to the needs of the child as determined by the pre-assessment. · Work with child to set realistic, attainable goals for each instructional component area (phonics, sight words, fluency) to instill self-regulation. · Develop a creative workstation poster board with child based on their interests, where the child's successes are emphasized by graphing their achievements in phonics, sight words, fluency after every night of the program. Will also be responsible for transporting board to and from program if storage is not available at site. · Provide a positive environment, providing regular positive feedback on the student's progress to instill self-motivation and confidence towards reading and learning. · Complete reports after each tutoring session to track the children's progress, goals, and needs that can be shared with parents. · Communicate with the children's parents on their progress and suggest strategies that can be implemented at home to reinforce the targeted skills and program goals. · Responsible for own transportation to and from program location · Assists the program facilitator if needed
Locations:	The Reading Rocks program will be offered in Burlington, Oakville, Milton and Hamilton. Specific locations subject to change based on availability.
Length of Appointment:	Each session is 8-weeks in duration, and runs twice per week for one hour per night (16 nights in total). Fall session: October – December, Winter session: January – March, Spring Session: April - June.
Time Commitment:	<p>6:15 - 7:45 pm for program time, plus 1 additional hour for activity preparation outside of program hours.</p> <p>-Mandatory Training session (approximately 3 hours) and takes place prior to program start (typically 1-2 weeks before). <i>Scheduled on either a Saturday afternoon or weekday evening.</i></p>

Qualifications:

- Eligible candidates for the Volunteer Literacy Tutor position include individuals **17 years of age or older**. Preference to those with a background in, or who are currently enrolled in post-secondary studies relating to child and youth development, education, or related area.
- Previous experience working with children and/or youth is an asset, but not required
- Previous experience working with individuals with learning disabilities is an asset, but not required
- First Aid/CPR is an asset

Skills/Qualities:

Eligible candidates should demonstrate:

- Excellent verbal and written communication skills
- Patient, compassionate, and respectful
- Trustworthy, responsible, reliable, and punctual
- Enthusiasm and positivity
- Ability to problem solve and be adaptable
- Able to work independently and as part of a team

Benefits:

Will develop and enhance skills related to:

- Teaching
- Individualized literacy program development
- Working with children/youth
- Creativity
- Interpersonal communication
- Gaining an understanding of the special needs of a vulnerable reader
- Increased knowledge of Learning Disabilities and/or AD(H)D
- Gaining valuable work-related experience while making a difference in a child's life

REFERENCE LETTERS AND CONFIRMATION OF COMMUNITY INVOLVEMENT HOURS PROVIDED* Great Resume Booster!

Training:

Mandatory training for this position will be provided in advance of the start of the program. In addition, a Program Facilitator will be on the premises at all times to assist the volunteer tutor as needed. Volunteer tutors will have full access to resources, tools, games, books, and other materials that would be useful for tutoring sessions.

To Apply: Complete the Reading Rocks Volunteer Literacy Tutor Application Form*

(found on website: <https://Ldahh.ca/reading-rocks-volunteer>)

** Please do not apply unless you are able to commit to the full program schedule.*

Once you are paired with a child, you will remain with that child throughout the 8 weeks. If volunteers drop out at the last minute, or while the program is in session, it has a direct impact on the child and their family.

Questions? Send an email to: readingrocks@Ldahh.ca