



## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING AGENDA

Date: March 22, 2021  
Time: 7:00 pm  
Location: Microsoft Teams

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1. Opening Prayer and Land Acknowledgement (Chair) - 5 minutes	
1.2. Approval of Agenda (Chair) - 2 minutes	
<b>2. Presentations</b>	
2.1. Spirit of Inclusion Awards Presentation (Chair) - 15 minutes	
2.2. Behaviour Analysts Services and Support, ABA Bonanza Presentation (N. Franz/K. Mann/J. O'Reilly) - 20 minutes	1
<b>3. Actions to be Taken</b>	
3.1. Approval of Minutes - February 22, 2021 (Chair) - 2 minutes	20
<b>4. Declarations of Conflict of Interest</b>	
<b>5. Business Arising from Previous Meetings</b>	24
<b>6. Special Education Board Policy Review</b>	
6.1. Policy No. II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (Chair) - 15 minutes	
<b>7. Action Items and Information Items</b>	
7.1. Transition Planning Sub-Committee Update (S. Balogh/J. O'Reilly) - 10 minutes	25
7.2. Special Education Plan Sub-Committee Update (S. Balogh) - 10 minutes	31
7.3. SEAC Meeting Evaluation (S. Balogh) - 10 minutes	
<b>8. Communications to SEAC</b>	

8.1. Superintendent Report (S. Balogh) - 10 minutes

8.2. Trustee Report (M. Duarte) - 10 minutes

9. **SEAC Discussion/Questions - 15 minutes**

10. **Meeting Summary and Next Steps**

11. **Next Agenda:**

12. **Resolution re: Absentees**

13. **Adjournment and Closing Prayer**



**KATIE**



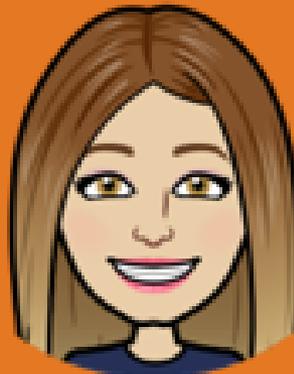
**MELANIE**



**TARA**



**NICOLE**



**AMY**



**JODI**

Achieving Believing Belonging

**HCDSB BAs**





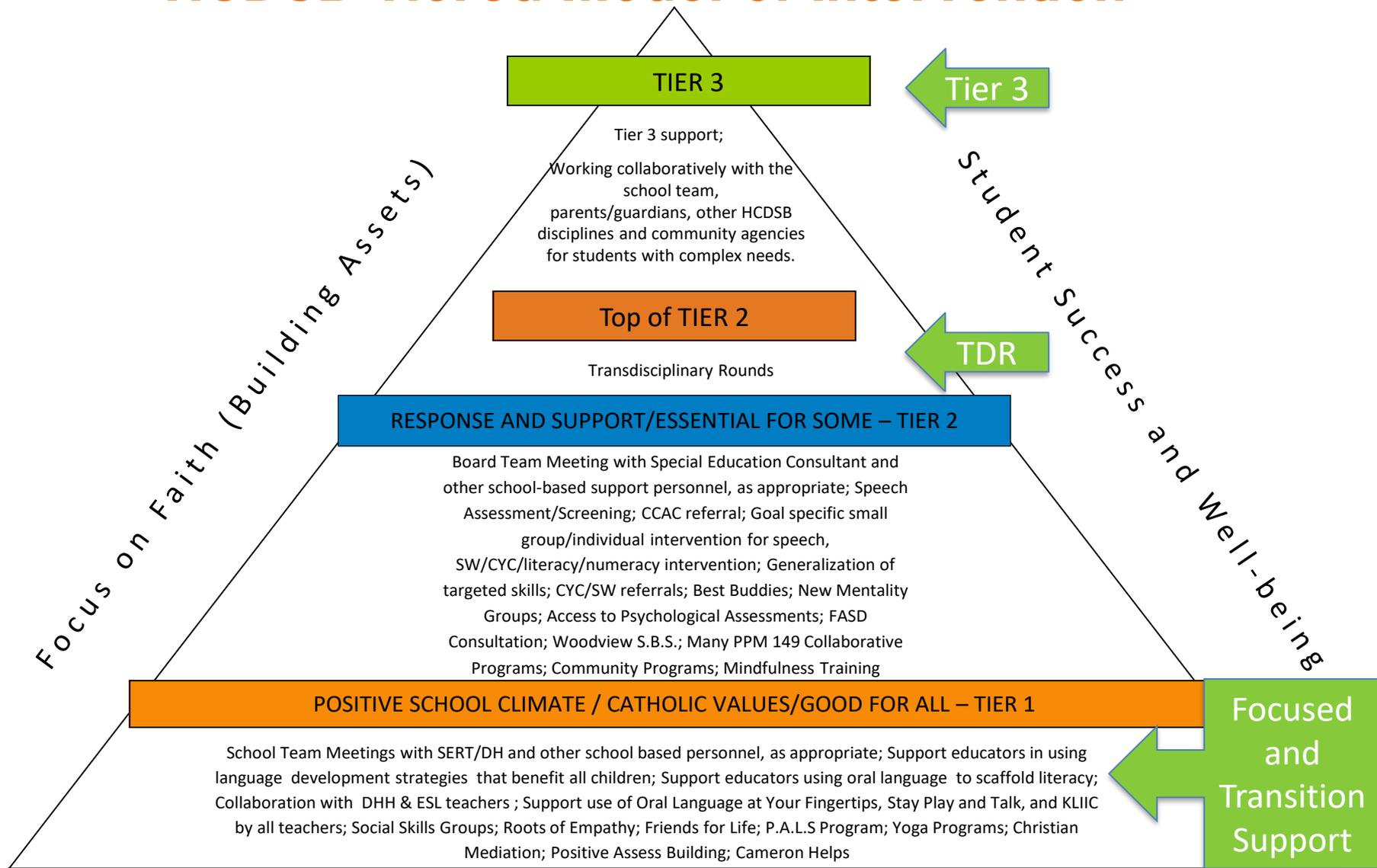
# Behaviour Analysts at HCDSB

## WHAT DO WE DO?

Behaviour Analysts (BA) utilize the science of Applied Behaviour Analysis (ABA) with a focus on the analysis and evaluation of social and environmental factors that affect the behaviour of our students. Strategies implemented to support behaviour change are data-driven and interventions chosen are consistent with principles demonstrated in research and literature.

We support the use of *ABA for All* students. For more information on ABA support or the role of the Behaviour Analyst in our schools, please contact [ABAinfo@hcdsb.org](mailto:ABAinfo@hcdsb.org).

# HCDSB Tiered Model of Intervention



# Focused Support

- Building capacity of school staff
- Tier 1 and 2 ABA strategies
- Behavioural Skills

Training model



# Focused Support

## Focused Support What is it?

**Focused Support** is a process within the Halton Catholic District School Board (HCDSB) whereby a Behaviour Analyst works collaboratively alongside the Itinerant Team (I-SERT & I-EA) to help build capacity within schools to support the implementation of Tier 1 and Tier 2 Applied Behaviour Analysis (ABA) strategies to support effective learning.

### What are Tier 1 and Tier 2 ABA Strategies?

Tier 1 and Tier 2 are evidence-based proactive strategies that support all students or groups of students that need alternative classroom strategies to support success (e.g. pairing, motivation, visual supports, data collection, reinforcement, etc.).

### What to expect during the Focused Support Process?

#### Before the Initial Visit:

- Prior to the first visit, you will be contacted by your school team to discuss what the Focused Support process entails and to obtain parental/guardian consent
- A pre-observation visit will take place at the school for the Behaviour Analyst to observe the area(s) of need with regard to Tier 1 and 2 ABA strategies

### Throughout the Focused Support Process:

- Up to three joint visits of the Behaviour Analyst, Itinerant Team and additional members (as needed) will occur
- During these visits, school staff will work collaboratively to select and implement Tier 1 and Tier 2 strategies to support the overall goal for your child
- Data is collected to ensure the strategies implemented are supporting your child's success
- It should be noted that parents/guardians will not be present at the joint visits, however updates will be shared following each visit, which will be facilitated by the Special Education Resource Teacher (SERT) or classroom teacher at your child's school
  - In some instances, the school team in collaboration with parents/guardians may determine it is necessary for parents/guardians to attend a meeting during a portion of the first joint visit to discuss the goals of Focused Support
- A Behavioural Skills Training (BST) approach is utilized to ensure complete and consistent implementation of the Tier 1 & Tier 2 strategies of focus

Behaviour Skills Training (BST) is an evidenced-based approach for training individuals to learn skills. During Focused Support, BST will be used to train school staff on ABA strategies:



### What is the role for Parents and Guardians throughout the Focused Support process?

- Ongoing communication and collaboration with the Focused Support team throughout the process
- Share outcomes and strategies with community partners (where appropriate)

Should you have any questions and/or concerns throughout the Focused Support process, please do not hesitate to contact your child's SERT and/or classroom teacher.



# Focused Support



## Focused Support

### What is it?

**Focused Support** is a process within the Halton Catholic District School Board (HCDSB) whereby a Behaviour Analyst works collaboratively alongside the Itinerant Team (I-SERT & IEA) to help build capacity within schools around the implementation of Tier 1 and Tier 2 evidence-based Applied Behaviour Analysis (ABA) strategies to support effective learning.

Tier 1 and Tier 2 ABA strategies are proactive evidence-based supports for all students or groups of students that need alternative strategies for success (e.g. pairing, motivation, visual supports, data collection, reinforcement, etc.).

Behaviour Skills Training (BST) is an evidenced-based approach for training individuals to learn skills. During Focused Support, BST will be used to train school staff on ABA strategies:

**Instruction**

- Provide description and rationale for the strategies

**Modelling**

- Demonstrate how to perform the strategies

**Rehearsal**

- Practice the strategies with BA/IT team present and between visits

**Feedback**

- Provide praise and additional modelling and coaching as needed



### What to expect during the Focused Support Process?

**Before the Initial Visit:**  
The Special Education Resource Teacher (SERT):

- Obtains consent from parents/guardians for student or group of students to initiate Focused Support
- Provides parents/guardians and school teams with a brief overview of what to expect during the Focused Support process – Itinerant I-SERT and/or Family of Schools (FOS) Special Education Consultant may assist where needed
- In collaboration with I-SERT, completes Tier 1 and 2 checklist and provides a copy to BA prior to first joint visit
- Create a OneDrive folder to share documentation

**Behaviour Analyst (BA):**

- A pre-Focused Support visit will occur at the school (Itinerant Team & SERT not required) to review areas of need as identified on the Tier 1 and 2 checklist once parental/guardian consent has been obtained

**During the Joint Visits:**  
Up to 3 joint visits (approximately 1 visit per week) of the BA, Itinerant Team and other appropriate HCDSB team members will occur:

**School team (includes SERT, Teacher, Educational Assistants, Administration)**

- Participate in joint visits, as appropriate
- Work collaboratively to support strategies and complete action items
- SERT or Teacher will keep parents informed of Focused Support visit outcomes
- Contact BA as needed between joint visits if concerns arise

**Itinerant Team:**

- Participate in joint visits
- Work collaboratively to support strategies and complete action items
- Work with school team between joint visits

**Other HCDSB Professionals:**

- Work collaboratively to support strategies and complete action items
- Attend joint visits, as appropriate

**Behaviour Analyst (BA):**

- Participate in joint visits
- Work collaboratively to support strategies and complete action items

### Overview of Joint Visits

**Joint Visit 1**

- An observation of the student
- A brief meeting with school team to determine appropriate Tier 1 and Tier 2 strategies
- Parents/guardians invited to attend brief meeting as appropriate

**Joint Visit 2**

- Implementation of a Behavioural Skills Training (BST) approach to support the school team with Tier 1 and Tier 2 ABA strategies discussed during first joint visit
  - Area of focus will be on instruction and modelling. Rehearsal may also occur

**Joint Visit 3**

- Implementation of the Training, Feedback and Integrity Checklist (TFIC) based on the training that occurred during the second joint visit will be utilized to provide additional feedback and coaching
  - Area of focus will be on rehearsal and feedback. Additional modelling will be provided if needed



### Upon Completion of Focused Support joint visits:

- BA to provide school with Status of Action Items document (a copy goes in the OSR)
- BA to send Feedback Survey to all HCDSB staff involved
- School team/Itinerant Team to continue to use and provide support for strategies as identified during the Focused Support process
- School team to access the Itinerant Team and ABA Walk-Ins for further support as needed
- Special Education Consultant to review possible next steps with the school team

# Transition Support



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# Transition Support

## Transition Support What is it?

The Transition Support process involves the Behaviour Analyst (BA) who works collaboratively alongside the Itinerant Team (I-SERT & IEA) to support the student in their transition. During this process, the implementation of evidence-based behavioural and programming strategies that are appropriate for the school environment are considered.

### What to expect during the Transition Process?

A transition planning meeting with the student's current/previous placement (e.g. previous school board, outside agency) may occur. A possible outcome of this meeting may be to initiate Transition Support with the Behaviour Analyst.

- Parents/guardians along with any of the following HCDSB members may be included in this meeting: Principal or Vice-Principal, Special Education Consultant, Special Education Resource Teacher (SERT), Teacher, Itinerant Team, & other HCDSB professionals as required. (E.g. Behaviour Analyst (BA), School Social Worker, Speech and Language Pathologist (SLP), Child and Youth Counsellor (CYC), and/or school Psychology staff).

#### Before the Initial Visit:

The Special Education Resource Teacher (SERT):

- Obtain consent from parents/guardians to initiate Transition Support
- Provide parents/guardians and school teams with a brief overview of what to expect during the Transition Support Process (I-SERT and/or Special Education Consultant may assist where needed)
- Create a OneDrive folder to share documentation

#### During Transition Support:

The Special Education Resource Teacher (SERT):

- Joint visits will occur for approximately 4 to 6 weeks by the BA, Itinerant Team and other appropriate team members focused on implementing Tier 1 and 2 ABA strategies and/or potential strategies identified by their previous placement
- The frequency of joint visits each week will be determined based on the strategies to be implemented
- The visits may be more frequent in the beginning and then faded over the course of the transition

## What is the role for Parents and Guardians throughout the Transition Support process?

- Ongoing communication and collaboration with the Transition Support team throughout the process
- Share outcomes and strategies with community partners (where appropriate)

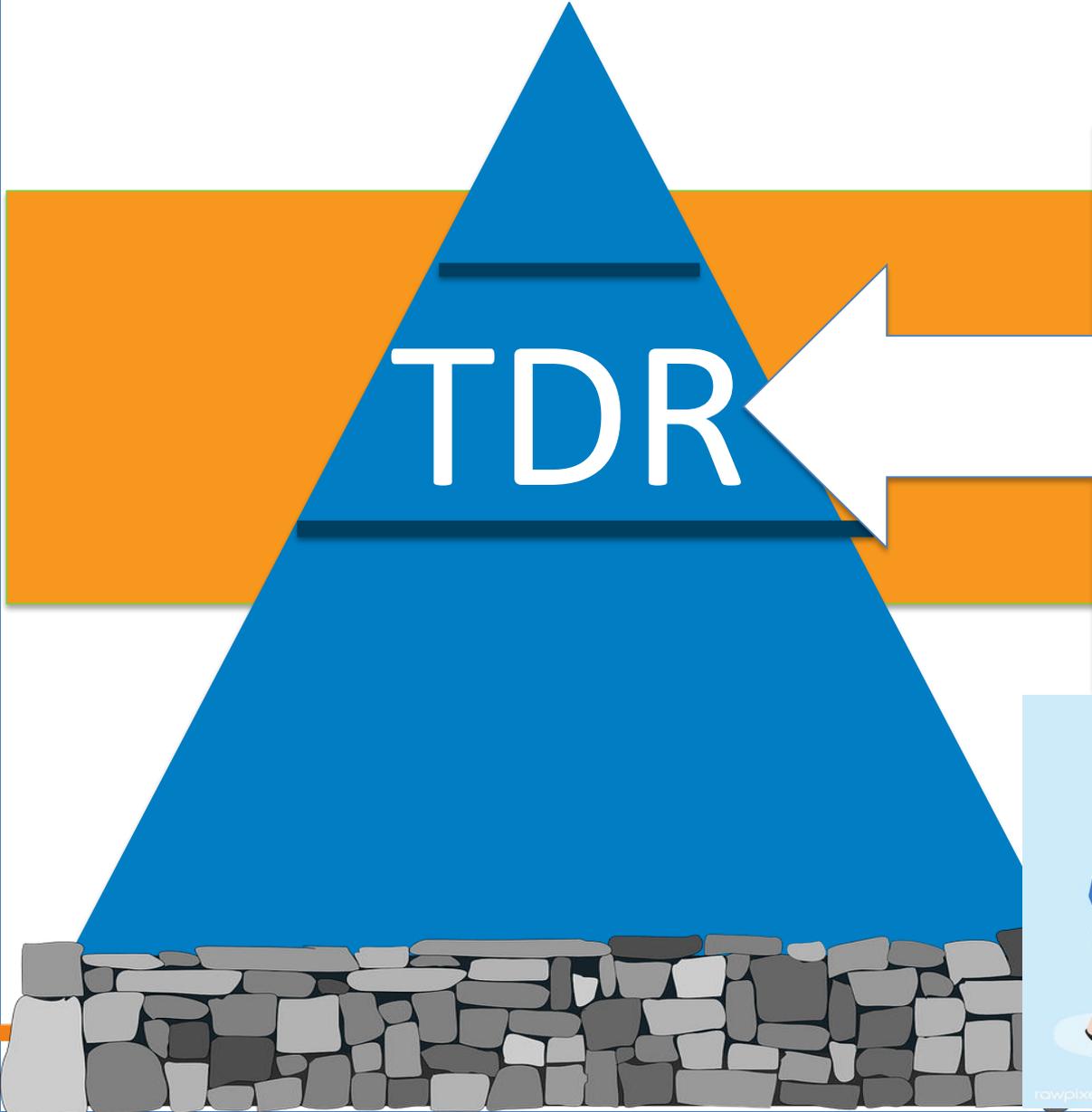
Should you have any questions and/or concerns throughout the Transition Support process, please do not hesitate to contact your child's SERT and/or classroom teacher.



#### During joint visits:

- School team (includes SERT, Teacher, Educational Assistants, Administration)
  - Participate in joint visits, as appropriate
  - Work collaboratively to support strategies and complete action items
  - SERT or Teacher will keep parents/guardians informed of Transition Support visit outcomes
  - Contact BA as needed between joint visits if concerns arise
- Itinerant Team:
  - Participate in joint visits
  - Work collaboratively to support strategies and complete action items
  - Work with school team between joint visits to continue to support the implementation of Tier 1 and Tier 2 strategies
- Other HCDSB Professionals:
  - Work collaboratively to support strategies and complete action items.
  - Attend joint visits, as appropriate.
- Behaviour Analyst (BA):
  - Participate in joint visits
  - Work collaboratively to support strategies and complete action items

# Transdisciplinary Rounds (TDR)



TDR

- Top of Tier 2 support
- Uses a Meeting Mechanics model
- discovering solutions, through a team approach
- Capacity Building



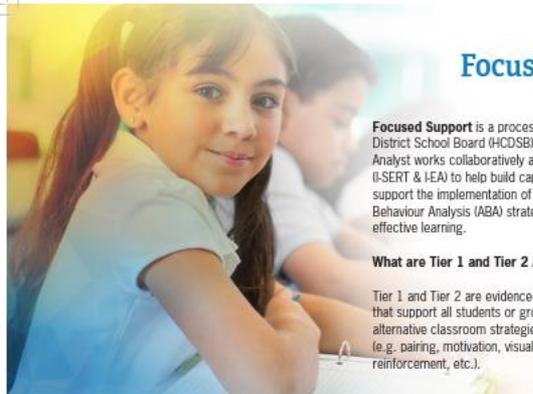
GOAL  
IDENTIFICATION

ASSIGN  
RESPONSIBILITIES

BRAINSTORM  
STRATEGIES

IMPLEMENTATION  
VARIABLES

# Transdisciplinary Rounds (TDR)



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Behaviour Skills Training (BST) is an evidenced-based approach for training individuals to learn skills. During Focused Support, BST will be used to train school staff on ABA strategies:



### What is the role for Parents and Guardians throughout the Transdisciplinary Rounds (TDR) process?

It is essential to the success of the TDR process for parents and guardians to provide input related to their child's strengths and overall learning needs. Parents and guardians can provide input through the following ways:

- Collaboratively brainstorm possible goals.
- Discuss strategies with the TDR team.
- Ongoing communication and collaboration with the TDR team throughout the process.
- Share outcomes and strategies with community partners (where appropriate).
- Complete assigned action items to support their child across all environments.

Should you have any questions and/or concerns throughout the TDR process, please do not hesitate to contact your child's school.

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# FEEDBACK SURVEYS



## Behaviour Analyst *REMINDER*

### Did you receive BA support this school year?



### MAKE A PLAN TO...



#### GATHER

Gather all relevant documents team members will need when receiving the student (e.g., Status of Action Items document, data sheets, reinforcement systems, visit notes sent by the BA).

#### SHARE

Share all relevant student information and ABA strategies (e.g., refer to Tier 1 & 2 checklist, tip sheets, or other pertinent documents) that have been used previously with the student.



#### COLLABORATE

Collaborate with the school and Itinerant teams to review any questions about the student and strategies that have been previously used. Contact ABA Walk-ins if there are general questions around Tier 1 & 2 ABA strategies.

#### TRANSFER

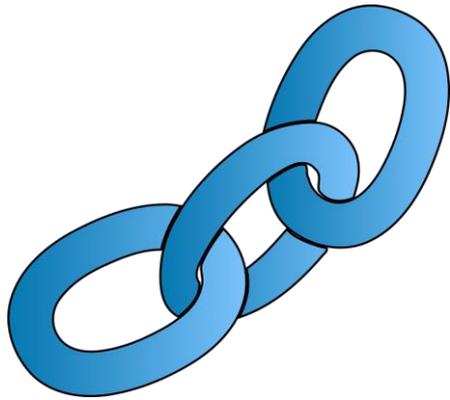
Transfer materials the school team will need (e.g., visuals, social narratives, timers, reinforcement systems, preferred items/activities) in order to support a successful transition.



# Brief Overview of Tier 3 Supports

- Students with complex behavioural needs
- Ongoing or Intensive BA support
- Working collaboratively with the school team, parents/guardians, other HCDSB disciplines and community agencies
- Support behavioural strategies within the school environment





[ABA for All Learn at Home](#)

[ABA for ALL Return to School](#)

## Helpful Links



# ABA Bonanza 2020 - 2021

**Kids do well  
if they can**

**ABA *for* All**



ATTENTION PLEASE!!  
YOU'RE INVITED TO OUR UPCOMING

# ABA BONANZA 2.0

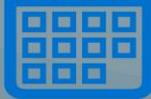
## WHAT?

ABA Bonanza 2.0 is a collaborative effort between HCDSB disciplines to continue to model and disseminate information that Applied Behaviour Analysis (ABA) is good for all students – *ABA for All*

## WHERE?

This year's ABA Bonanza 2.0 will be held virtually and all presentations will be pre-recorded and uploaded on the Special Education OLS platform. JAMBOARDS will be used to post and answer questions as well as we will hold live virtual panel discussions for each of the topics covered

## WHEN?



Presentations can be viewed on OLS starting April 19th, 2021 and presentations will remain posted for future viewing and reference. These presentations are self-directed learning for HCDSB staff. Our live virtual panel discussions will be taking place in May 2021 - HCDSB staff see Event Registration to sign up

## WHO?



Presentations can be accessed by all HCDSB staff. Prizes will also be awarded via several draws throughout this event!!



[ABAINFO@HCDSB.org](mailto:ABAINFO@HCDSB.org)



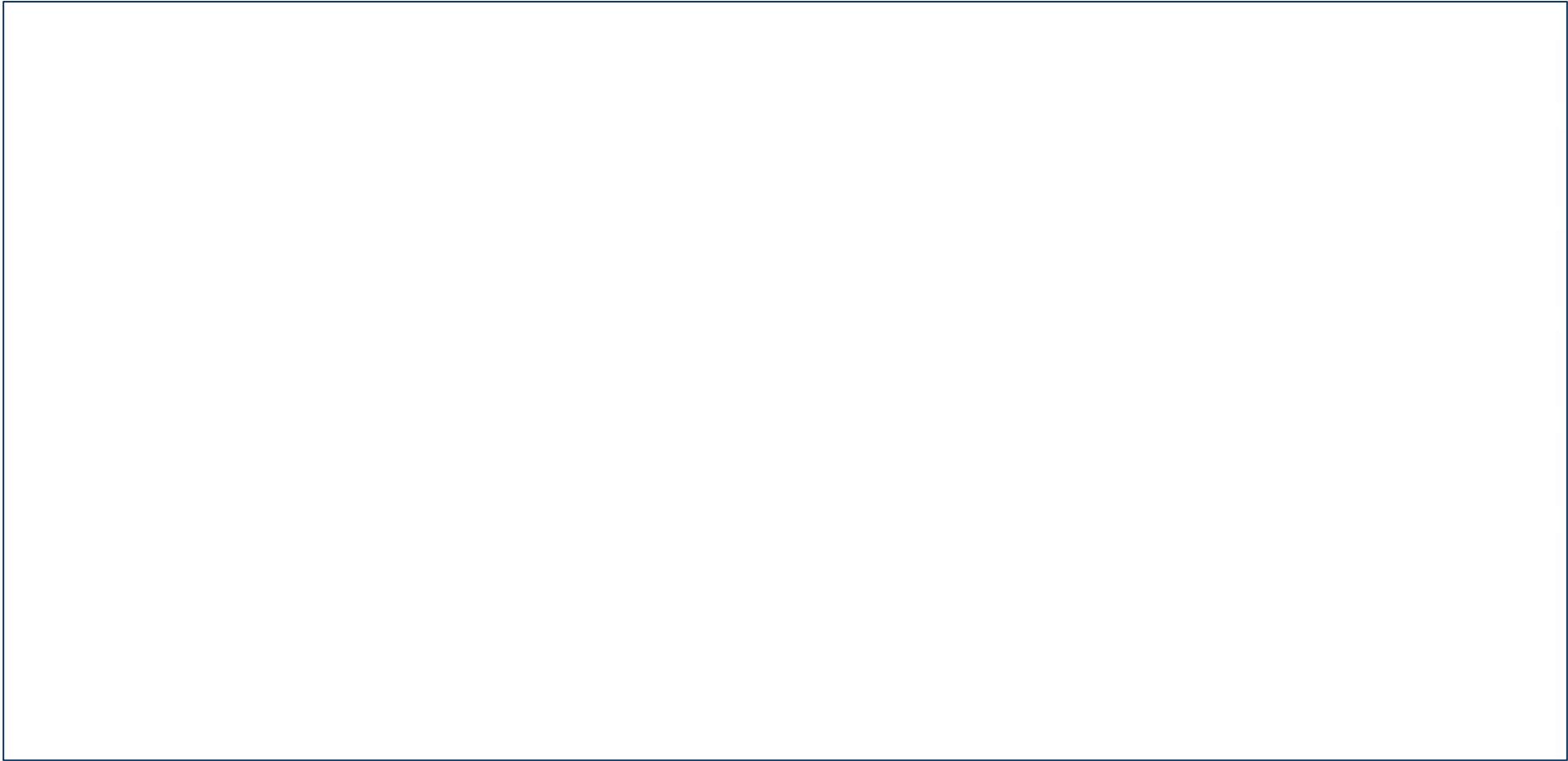
[@HCDSB\\_BAs](https://twitter.com/HCDSB_BAs)



[bit.ly/HCDSB\\_BAsYouTube](https://bit.ly/HCDSB_BAsYouTube)



# ABA Bonanza Trailer





**MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

Date: February 22, 2021  
 Time: 7:00 pm  
 Location: Microsoft Teams

Members Present	B. Agnew	J. Lim
	M. Arteaga	A. Louca-Ricci
	D. Bardon	M. Lourenco
	R. Barreiro	P. Moran
	N. Guzzo	R. Quesnel
	D. Hotopeleanu	D. Rabenda
	H. Karabela	T. Veale

Staff Present

- J. Acheson, Chief Social Worker
- S. Balogh, Superintendent of Special Education Services
- P. Daly, Director of Education
- O. Foese, Chief Psychologist
- A. Jones, Manager, Educational Assistants
- D. Kollee, Chief Speech Language Pathologist
- K. McCarthy, Special Education Consultant
- J. O'Reilly, Special Education Coordinator
- M. Pickett, Special Education Staff
- L. Vacca, Special Education Consultant

Members Excused M. Duarte

Members Absent C. Parreira

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 the Chair.

**1.2 Approval of Agenda**

**Moved by:** N. Guzzo

**Seconded by:** P. Moran

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

**2. Presentations**

**2.1 Project Search Presentation (L. Vacca and M. Pickett)**

B. Agnew introduced Special Education staff L. Vacca and M. Pickett who presented on Project Search. Project Search is a one-year, school to work program for young people with intellectual and developmental disabilities who are in their final year of secondary school. The presentation explained the program, it's goals and benefits. Staff concluded with answering questions. The presentation is attached.

## 2.2 After School Skills Development Program (J. O'Reilly and K. McCarthy)

B. Agnew introduced J. O'Reilly, Special Education Coordinator and K. McCarthy, Special Education Consultant who presented on the After School Skills Development Program. It is a 2 year funded program from the Ministry of Education that supports students with Autism Spectrum Disorder as well as students with other special education needs. The program focusses on social, communication, self-regulation and life-planning skills. Staff concluded with answering questions. The presentation is attached.

## 3. Action to be Taken

### 3.1 Minutes of the January 25, 2021 SEAC Meeting

**Moved by:** N. Guzzo

**Seconded by:** D. Bardon

**RESOLVED**, that the minutes of the January 25, 2021 SEAC Meeting be approved as presented.

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

## 4. Declarations of Conflict of Interest

There were no conflicts of interest reported.

## 5. Business Arising from Previous Meetings (Chair)

The PAAC on SEAC survey key points were summarized by M. Lourenco and provided to members before the meeting. Members were asked to review the summary and prepare feedback notes for the next meeting. Time will be added to the March agenda to discuss the identified items and priorities.

A discussion occurred on Item #4 on the Business Arising Chart, Transition Planning Sub-Committee. B. Agnew will arrange a Transition Planning Sub-Committee meeting and send a meeting invite.

## 6. Special Education Board Policy Review

There were no Board policies to be reviewed.

## 7. Action and Information Items

### 7.1 SEAC Goal Setting Chart Updates (Chair)

B. Agnew discussed the SEAC Soundbytes. Members were emailed Soundbytes from past years on February 11<sup>th</sup> to review. M. Lourenco revised the first Soundbyte to be released, "What is SEAC" and sent it to members for feedback. Members were reminded to send their feedback to M. Lourenco as soon as possible so that it can be released to schools and shared on Twitter. The shared file will be sent to members after the meeting. B. Agnew would like to assign one to each member and members were encouraged to volunteer to edit a Soundbyte or create a new one, with the intent of sending them out twice a month. "Who is at the SEAC Table" will be the next one to be released.

Members were sent a survey on February 10, 2021 requesting input on suggested topics for staff presentations for future SEAC meetings over the course of this year and the 2021-2022 school year. S. Balogh reviewed the results of the Staff Presentations to SEAC survey. Topics that are timely and generated the most interest will be added to upcoming agendas.

Item #4 on the Goal Setting Chart, review the results of the PAAC on SEAC Survey, has been completed and a Stop/Start/Continue will be created in Microsoft Forms and sent to members before the next meeting.

## 7.2 Special Education Plan Review Discussion (Chair)

B. Agnew proposed that a Special Education Plan sub-committee be created with SEAC members and staff. Special Education staff will go through the plan first and then submit it to the subcommittee. S. Balogh suggested a form for all members to submit feedback on areas of the plan they would like the subcommittee to review. The subcommittee would then bring the revised plan back to the entire committee. Members will be sent an email inviting anyone who would like to volunteer for the subcommittee to send their name to the Chair. S. Balogh suggested an infographic to go with the plan and presented a sample.

## 7.3 Budget Priorities Discussion (Chair)

Members were asked to email their budget priority suggestions to the chair and A. Hughes. Suggestions will be shared with members.

## 8. Communications to SEAC

### 8.1 Superintendent's Report

S. Balogh provided updates on:

10<sup>th</sup> Annual Solutions for Learning Conference: will be on March 5 and 6<sup>th</sup> hosted by the Learning Disabilities Association of Halton-Hamilton. A number of teachers will be attending including teachers from elementary and secondary, as well as itinerants.

IEPs: term two IEPs will be going home this week for elementary students and by March 12<sup>th</sup> for secondary students. IEPs will be sent home electronically.

Summer Learning Program: we have received notice that there will be additional learning opportunities to support special education and mental health for the summer. More information will be communicated in the future in the form of a presentation.

World Autism Day: is recognized in April. A memo is going out to all schools this week regarding the Raise the Flag Campaign. The memo includes how schools can register for a flag and provides access to the Educator toolkits.

Mental Health and Wellbeing: Behaviour Analysts, Child and Youth Counsellors and Chaplains participated in a webinar delivered by School Mental Health Ontario. The webinar focused on mental health promotion, specifically creating caring conditions for learning in-person and virtually, with a focus on social-emotional skill building. School Mental Health Ontario resources were shared, as well as specific board examples. Two HCDSB CYCs, T. Henry and E. Rolfe were both asked to share their ideas at the provincial webinar and recognized for their great work.

Educational Assistants: participated in online sessions in ABA interventions as well as a template and guiding questions to develop a self-care plan on the February 5<sup>th</sup> PA day. All 11 Itinerant EAs have participated in the 6 sessions of FASD training over the last couple of weeks. There are 5 EAs who are supporting the After School Skills Development Program.

PRO Grant Update: we received notice that funds are available for SEAC and will be addressed further in the SEAC Discussion.

### 8.2 Trustee Reports

N. Guzzo reported on:

- At the February 2, 2021 Board of Trustees meeting, an action item passed on the Milton # 9 elementary school and the capital planning process was approved.
- The Equity and Inclusion policy was referred back to the policy committee and will be going out for stakeholder feedback.

- The multi-year strategic planning committee had its first meeting. Trustee Duarte is the Chair of the committee and sent an email to stakeholders asking for feedback on changes on the mission and the vision.
- The Ministry has brought Asymptomatic testing into the schools. More details will be shared once information is received.

### **8.3 Association Report – Autism Ontario (D. Barden)**

D. Barden provided an overview of the Raise the Flag event celebrating World Autism day. Information was distributed to all HCDSB schools. Members were reminded of the Autism Ontario newsletter and new virtual initiatives were highlighted. Details are outlined in the attached Autism Ontario association report.

### **8.4 Association Report – Learning Disabilities Association of Halton-Hamilton (S. Sweet)**

B. Agnew welcomed S. Sweet to her first SEAC meeting as the LDAHH representative. S. Sweet provided an overview of the 10<sup>th</sup> Annual Solutions for Learning virtual conference. A new executive functioning program for students was outlined, in-person programming will be restarting and recruitment for the Youth Ambassador program is underway. Details are outlined in the attached LDAHH association report.

M. Lourenco mentioned that ABC Ontario is having a virtual event on March 7<sup>th</sup> with a guest speaker and she will send the information to members.

## **9. SEAC Discussion**

B. Agnew informed members that the Spirit of Inclusion sub-committee met and chose this year's recipients. Recipients and their families and Administrators will be invited to the March meeting.

B. Agnew and S. Balogh informed members that SEAC did receive Pro Grant Funds. The speaker list from last year's proposed event will be reviewed and availability will be looked into by the SEAC Communications sub-committee.

## **10. Meeting Summary and Next Steps**

A Transition sub-committee meeting will be set, a speakers list for the PRO Grant event will be compiled, a start stop continue will be sent to members and the Soundbytes will be reviewed.

## **11. Next Agenda: Meeting Monday, March 22, 2021**

The agenda will include the Spirit of Inclusion Awards, Policy II-29 Inclusion & Range of Placement Options for Identified Students, a presentation by Pat Daly.

## **12. Adjournment**

### **12.1 Resolution re Absentees (Chair)**

**Moved by:** P. Moran

**Seconded by:** M. Lourenco

**RESOLVED**, that M. Duarte be excused. **CARRIED**

### **12.2 Adjournment and Closing Prayer (Chair)**

**Moved by:** D. Rabenda

**Seconded by:** D. Bardon

**RESOLVED**, that the meeting adjourn. **CARRIED**

The meeting adjourned at 9:13 p.m. with a prayer led by the Chair.

## HALTON CATHOLIC DISTRICT SCHOOL BOARD - SPECIAL EDUCATION ADVISORY COMMITTEE

## BUSINESS ARISING FROM PREVIOUS MEETINGS – March 22, 2021

SEAC MEETING DATE	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 5, 2020	SEAC Discussion	Development of Sub-Committees	All	Ongoing/As Needed
October 26, 2020	Business Arising	Letter to the Ministry of Education regarding Special Education Funding model	M. Lourenco and SEAC members	Pending
October 26, 2020	Business Arising	Community Consultation Section of the Special Education Plan	Special Education Staff and SEAC members	A report will be provided at the March 22, 2021 meeting during item # 7.2 on the agenda.
December 14, 2020 January 25, 2021 February 22, 2021	Association Report-ABC Association Report: Transition Planning	A sub-committee was proposed to discuss recommendations and to seek other SEAC member's input. Members are to bring feedback and next steps back at January meeting. Invitation to be sent to all SEAC members for first sub-committee meeting.	SEAC Transition Planning Sub-Committee members are: B. Agnew, M. Lourenco, and Special Education Staff. B. Agnew will send a meeting invite for the first sub-committee meeting to all SEAC members. An update will be provided after the first sub-committee meeting.	Ongoing The first Sub-committee meeting was held on March 3 <sup>rd</sup> . A report will be provided by the sub-committee at the March 22 <sup>nd</sup> SEAC meeting during item #7.1 on the agenda.

<b>Inclusion and Range of Placement Options for Identified Exceptional Students</b>	
<b>Adopted:</b> September 26, 1995	<b>Last Reviewed/Revised:</b> May 16, 2017
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-13 Psycho-Education Psychological Assessment of Individual Students</a> <a href="#">II-45 Equity and Inclusive Education</a> N/A	

## Purpose

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

## Application and Scope

This policy applies to all ~~students~~ ~~children~~ registered with and attending schools in the Board.

The responsibility for implementation of this policy applies to the Board's senior administration, school administrators, teachers and academic support staff employed by the Board to support the needs of students identified as exceptional under the Education Act.

## References

[Ont. Reg. 181/98, S.17. \(1\)](#)

[Ont. Reg. 181/98, S.18. \(2\)\(c\)](#)

[PPM 140 - Incorporating Methods of Applied Behaviour Analysis \(ABA\) into Programs for Students with Autism Spectrum Disorders \(ASD\)](#)

[PPM 156 - Supporting Transitions for Students with Special Education Needs](#)

[PPM 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para-Professionals](#)

[Regulation 298, Section 31](#)

[Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide](#)

[Supreme Court of Canada Ruling \(1997\)](#)

[Education Act 1\(1\)](#)

## Definitions

**Exceptional Pupil:** The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## Principles

- The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.
- The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.
- The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.
- The ‘appropriateness’ of a student’s placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child’s parents, school/Board staff, and the providers of the professional services received by the student.
- In keeping with Supreme Court of Canada rulings (Eaton, Feb. 6~~Oct. 9~~, 1997~~6~~) and with direction from the Ministry of Education for Ontario (June 9, 1994 Memo), integration of exceptional pupils is the normal practice, when such a placement meets the student’s needs (i.e. is in “the best interest of the student”). Consequently, the default placement for students, regardless of identified exceptionality, shall be the regular classroom with appropriate support unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.
- The Identification, Placement and Review Committees of the Board (IPRC):
  - Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, would meet the child’s needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
  - Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
  - The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the Board.
  - The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

## Requirements

- In a spirit of partnership, parents are encouraged to make the school aware of a child's special needs prior to or at the time of registration.
- The principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.
- The extent to which changes in placement involve changes between classes, schools, or non-Board agencies and the Board, transition procedures shall be implemented as part of the entry plan to a new placement as outlined in *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Transition procedures will comply with the direction provided to boards in *PPM 140 'Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)'* and *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular school and/or Board team meetings and parent consultation.
- Support for meeting the needs of identified students and assistance for their ~~teachers~~ staff shall be provided to the placement by centrally deployed Special Education staff and system itinerant staff.
- Specialized Board-provided transportation is afforded for those students whose placement and special needs meet Board and Ministry criteria.
- Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the ~~Halton Community Care Access Centre- Local Health Integration Network (LHIN)~~ in response to applications for service having been received from the principal of the school hosting the student's placement. The Board shall ensure that *PPM 149 'Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para- Professionals'* is regularly reviewed.
- The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in the ~~her/his~~ Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education class placement deemed ready to benefit from integration will require an IPRC to place ~~her/him~~ the student in a part time Special Education class placement before integration transitions may begin.
- Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.



- Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.
- Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements\* as defined by the Ministry, and across exceptionalities, that are required to fulfil IPRC decisions.

\*Ministry of Education’s five Placement Options are as follows:

***A regular class with indirect support:***

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

***A regular class with resource assistance:***

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

***A regular class with withdrawal assistance:***

The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified Special Education teacher.

***A Special Education class with partial integration:***

The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

***A Special Education class full-time:***

The student is placed by the IPRC in a special education class for the entire school day, where the student-teacher ratio conforms to Regulation 298, Section 31.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

# Transition Sub-Committee Meeting Update

August 2014

# Transition Meeting versus IPRC

## *Discussion*

- A transition meeting and IPRC are two distinct meetings.
- Transition meetings typically occur at the same time as an IPRC in the student's grade 8 year to accommodate parents' schedule.

## *Outcome*

- Update special education plan to identify they are two distinct processes.
- Create a checklist for staff to support transition meetings, as a reference.

# Open Houses for Specialized Classes

## *Discussion*

- Information on the different placement options needs to be shared with parents of newly identified students. The information should be consistent and provide equitable access to all families.
- Consideration to continue open houses virtually.
- Ensuring parents are aware of SEAC – what they do, associations they represent, etc...

# Open Houses for Specialized Classes

## *Outcome*

- Create an infographic on the different placement options based on each identification that can be shared with parents that is “exceptionality specific” – start with Gifted as a sample and create for all identifications.
- Update and print copies of Parent Guide to Special Education and distribute to schools.
- Include in ‘transition checklist’ from slide 1 – “families have received the parent guide”.
- Open houses will be virtual this year, will consider ways we can support virtual delivery next year.
- Consistent presentation for each class with FAQ to follow.
- Include the new SEAC video in any of the open houses we offer where parents are invited, including kindergarten information night.

# Grade 8 to Grade 9 Transition – Information sharing

## *Discussion*

- Planning for grade 9 should begin early enough so that students and parents have enough time to look into the programs they are interested in taking.
- Students need to be invited to the different transition events that occur at their home school and/or a school they are considering based on programs they are interested in taking e.g. IB, AP.



## *Outcome*

- Messaging to schools, particularly Secondary DHs and Elementary SETs for each specialized class that they need to comment to ensure that information is being shared.
- Continue to invite students to the information evenings regarding the different programs in high school.

# Additional Considerations

## *Transitions in General*

- Include Transition FAQ's on the Board website – entry to school, grade to grade, grade 8 to grade 9, etc...- *staff to work on this as they look to update the Board website spec-ed content.*

As of March 18, 2021

**NOTES:**

- **Move the Consultation Process to the beginning of the document.**
- **Make it the second section following Introduction and Overview.**
- **Add a separate title/heading.**

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**Special Education Plan Consultation Process**

**Timelines and Methods regarding the Consultation Process ~~of SEAC~~ on the Special Education Plan:**

On April 19, 2010, the Ministry of Education released a memorandum entitled *Instructions Regarding School Boards/School Authorities' Plans for the Provision of Special Education Programs and Services, 2010*. The memorandum advised that as of 2010, school boards are not required to submit a special education plan to the Ministry of Education. However, school boards are required to ensure that a report is available to the community regarding the special education programs and services available to meet the needs of the students in the board. In the annual review when preparing or amending this report, school boards and school authorities **must continue to consult with their respective Special Education Advisory Committees as per Regulation 464/97.**

The Ministry of Education requires that each school board ensure that updated and comprehensive information regarding special education programs and services is made available to the community by the start of each school year. This is accomplished through this Special Education Plan annually.

In developing and modifying the Special Education Plan annually, HCDSB takes into consideration feedback from multiple sources, including the board's Special Education Advisory Committee (SEAC) and community stakeholders on a continuous basis throughout the year.

**1. SEAC's Involvement in the Annual Review**

The Special Education Plan is reviewed by SEAC on an ongoing basis and is published on the HCDSB's public website annually.

The Special Education Plan is informed by SEAC through:

- information and opportunities for feedback and consideration on presentations and staff reports at monthly public meetings of the SEAC,
- local association reports/information; sub-committee updates; and reports from other stakeholder meetings,
- discussions, presentations, and interactions between SEAC representatives, trustees, and staff,
- SEAC webinars, goals and priorities, including SEAC budget priorities,
- participation of SEAC members in various sub-committees with special education staff, including a sub-committee to review the plan,
- the 'SEAC Input on Annual Review of Special Education Plan' form provided to all members, and
- the review of draft(s), and receipt of the proposed final version of the document.

**2. Community Consultation Process**

**The Special Education Plan is informed by the community through:**

- SEAC members at formal association meetings, or informal conversations with the community, including parents/guardians,
- school and board level staff, who have ongoing, formal and informal communication and feedback from parents/guardians, students, and community agencies,

- feedback to special education related questions that are embedded in various board and school surveys and consultation processes,
- the review of SEAC meeting recordings, minutes, and agenda materials, as well as the Parent Guide to Special Education, as points of reference for feedback, {insert links},
- the use of the SEAC email, {insert link} to provide feedback on the plan, including questions or comments, which can be provided at any time in the school year, and,
- a summary of the feedback received, which will be collated and shared accordingly.

Furthermore, a function of the Special Education Leadership Team, including the Superintendent of Special Education, Special Education Coordinator, Consultants, Clinical Chiefs, and Managers, is to meet regularly to discuss and implement programs and services; PPMs and initiatives from the Ministry of Education; and relevant research, **which inform the plan**.

DRAFT