



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING AGENDA

Date: June 14, 2021
Time: 7:00 pm
Location: Microsoft Teams

	Pages
1. Call to Order	
1.1. Opening Prayer and Land Acknowledgement - Chair - 5 minutes	
1.2. Approval of Agenda - Chair - 2 minutes	
2. Presentations	
2.1. Multi-Year Strategic Plan - P. Daly - 30 minutes	1
2.2. Science, Technology, Engineering, Mathematics (STEM) - J. Crowell - 20 minutes	18
2.3. Special Education Video - Special Education Staff - 10 minutes	
3. Actions to be Taken	
3.1. Approval of Minutes - May 31, 2021 - Chair - 2 minutes	32
4. Declarations of Conflict on Interest	
5. Business Arising from Previous Meetings	37
6. Special Education Board Policy Review	
7. Action Items and Information Items	
7.1. Accessibility Plan - Chair - 10 minutes	
https://www.hcdsb.org/our-board/accessibility/	
8. Communication to SEAC	
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

Strategic Planning Update

SEAC

Monday, June 14, 2021

Strategic Planning Process

Why Strategic Planning?

The *Student Achievement and School Board Governance Act, 2009*, requires school boards to develop **multi-year plans** that achieve the following goals:

- Promoting **student achievement and well-being**
- Ensuring **effective stewardship** of the board's resources
- Delivering **effective and appropriate education programs** to students



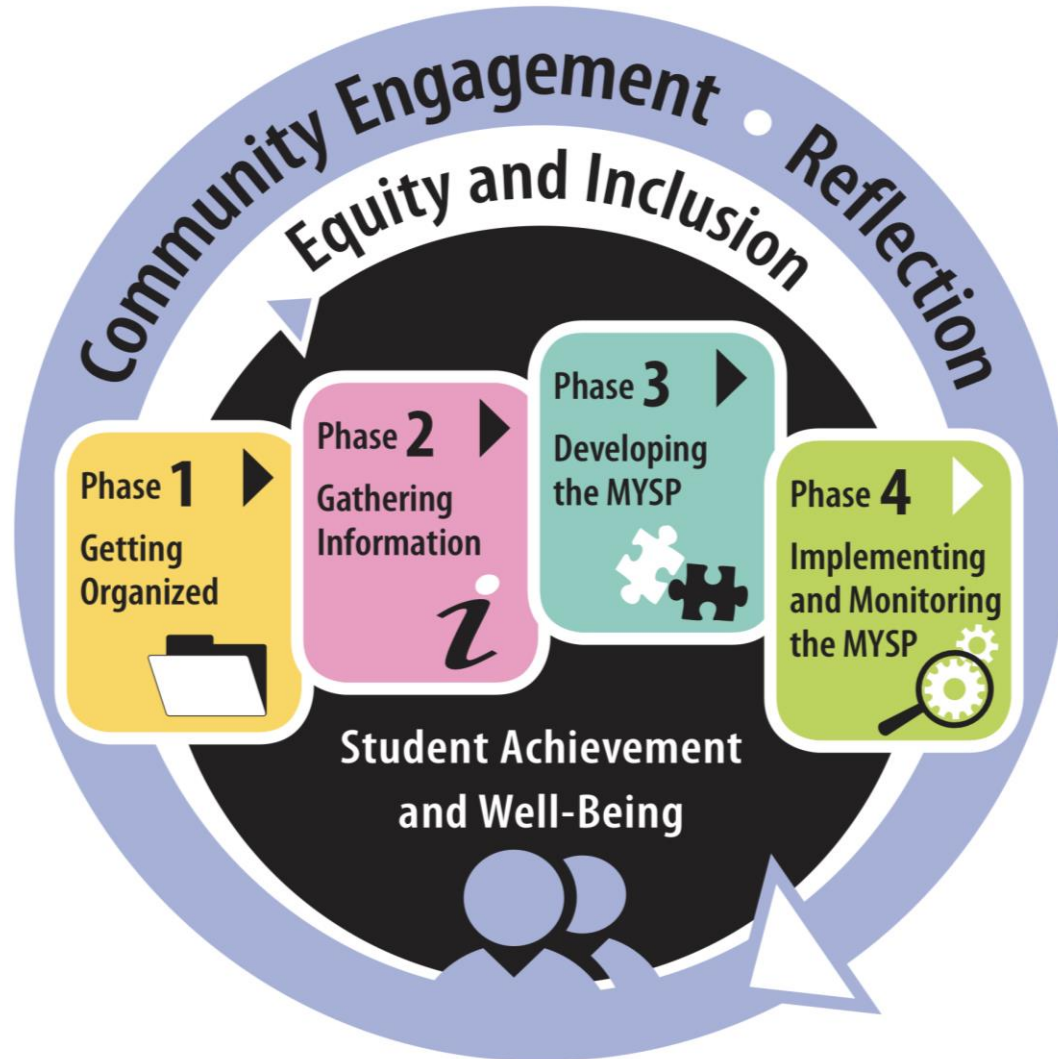
Our Current MYSP

In **September 2016**, HCDSB launched our current multi-year strategic plan (MYSP): **Focus on Our Students: Strategic Plan 2016-2021**.

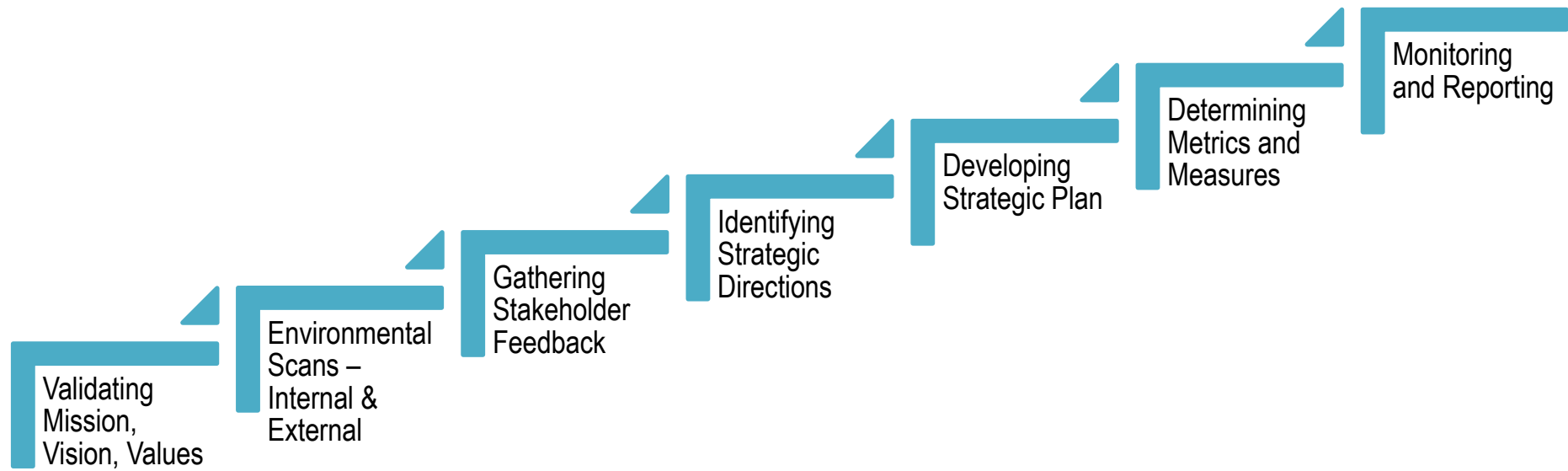
We are currently in Year 5 of implementation of our 5-year MYSP.



The Strategic Planning Process



The Steps



Phase 1 – Getting Organized

At the Regular Board Meeting held on April 21, 2021, the Board of Trustees reviewed and validated suggested revision to the Board Mission, Vision and Values Statements

Our Mission, Vision and Values

Vision Statement

The Halton Catholic District School Board is an inclusive and equitable model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.

Values

At the Halton Catholic District School Board, **we value:**

Our Catholic Faith

and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

The Whole Child

and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

Excellence in Learning

and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

Values

At the Halton Catholic District School Board, **we value:**

Relationships and Partnerships

and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

The Importance of Contributing to Our Communities

and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

External Consultant

Hire an External Consultant?

Would our strategic planning process benefit from the guidance of a third party?

An external consultant would:

- ☐ Help identify trends
- ☐ Provide an objective, outside perspective

“An external consultant should not do the work for Trustees, but rather support Trustees in doing their own work.”

(Multi-Year Strategic Planning: A Guide for School Board Trustees)

Timelines

Proposed Timelines

	DATE	AGENDA TOPIC(S)
Meeting #3	May 27, 2021	<ul style="list-style-type: none"> • Timelines • Consider hiring external consultant
Board Meeting	June 1, 2021	<ul style="list-style-type: none"> • Approve timelines and use of facilitator (if applicable) through Board resolution.
Meeting #4	TBD (Aug 2021)	<ul style="list-style-type: none"> • Review and analyze data from internal/external scans • Identify key stakeholders • Determine consultation formats and questions.
Board Meeting	Sept 21, 2021	<ul style="list-style-type: none"> • Approve the consultation process and plan via Board resolution. (Consultation – October- November)
Meetings #5-6/7	Nov-Dec 2021	<ul style="list-style-type: none"> • Establish strategic priorities and goals
Board Meeting	Jan 4, 2022	<ul style="list-style-type: none"> • Approve strategic priorities and goals by resolution.
Meeting #7/8	Jan 2022	<ul style="list-style-type: none"> • Establish targets and outcomes and draft plan.
Board Meeting	Feb 1, 2022	<ul style="list-style-type: none"> • Approve the Multi-Year Strategic Plan

Next Steps

Phase 2 – Gathering Information

Internal and External Scan

Gather data we have already collected through internal and external environment scans, including –

- Student data
- Identity based data
- School climate survey data
- Miscellaneous survey data

Analyze the Data

- ☐ Find common themes and outliers
- ☐ Identify tentative strategic priorities

Consultation Process

- ☐ Identify the key stakeholders
- ☐ Determine the engagement approach and questions
- ☐ Conduct the consultation
- ☐ Analyze the findings

STEM Steering Committee SEAC Presentation

P. Brophy
C. Chliszczyk
J. Crowell
M. Ives
K. Wong



Preparing the next generation to succeed in an increasingly digital world requires investing in the youth of today. Encouraging young women, Indigenous peoples and under-represented groups in this industry will make Canada's digital economy more competitive. This commitment means that students and teachers in every province and territory will have the opportunity to learn critical digital skills.

– The Honourable Harjit S. Sajjan, Minister of National Defence



Background

- On June 2nd, 2020, a motion was passed to strike STEM Steering Committee to increase interest and the profile of co-curricular and extra-curricular STEM activities
- Meetings have been going on since October 2020, including our Director of Education, Chair and Vice-Chair of the Board, Trustees, Elementary and Secondary teachers, representatives of our Elementary and Secondary OECTA units, Elementary and Secondary administrators, other members of our Curriculum and Student Success teams, and a staff representative from McMaster University.
- Our work has included examining what programs and initiatives we have currently in HCDSB, examining what programs, resources and initiatives we have currently across our System, and gathering information from other School Districts, higher education and government resources to help generate a STEM strategy.



Vision Statement

- We believe that there are already excellent STEAM initiatives and programs in the Halton Catholic District School Board that provide a strong foundation for this strategy.
- We believe that STEAM education can be successfully implemented across our system, and across all subjects.
- We believe we can increase engagement in STEAM for all students.



Vision Statement

- We see strong connections between our existing Curriculum, the Ontario Catholic School Graduate Expectations and STEAM Education.
- We believe that this work requires dedicated staff, professional development and resources to ensure its success.



Overarching Philosophies

1) STEAM Education instead of STEM Education

- STEAM Education: encompasses Science, Technology, Engineering, Arts, and Mathematics, and includes components of design thinking, inquiry-based learning, and problem-based learning.
- Including Arts engages more teachers and students
- Focus on Design thinking processes

OPINION

Why businesses need STEAM (not just STEM) to future-proof Canada's work force

ANGÈLE BEAUSOLEIL
CONTRIBUTED TO THE GLOBE AND MAIL
PUBLISHED JANUARY 17, 2021



Overarching Philosophies

2) Highlighting Connections to STEAM, our Curriculum Documents, and the Ontario Catholic School Graduate Expectations

- Linking skills and abilities in STEAM Education to our Curriculum expectations, the Ontario Catholic School Graduate Expectations, and our Focus on Faith Themes



Critical Thinking and Problem Solving



- Solves meaningful, real-life, complex problems (1), (6)
- Takes concrete steps to address issues
- Designs and manages projects
- Acquires, processes, interprets, and analyses information to make informed decisions (critical and digital literacy)
- Engages in an inquiry process to solve problems (1)
- Makes connections and transfers learning from one situation to another (1), (6)

Innovation, Creativity, and Entrepreneurship



- Contributes solutions to complex problems (3)
- Enhances a concept, idea, or product
- Takes risks in thinking and creating
- Makes discoveries through inquiry research (1)
- Pursues new ideas to meet a need of a community (3), (6)
- Leads and motivates with an ethical entrepreneurial spirit (1), (3)

Learning to Learn / Self-Aware & Self-Directed Learning



- Learns the process of learning (metacognition) (1), (3), (4), (5), (7)
- Believes in the ability to learn and grow (growth mindset) (1), (4), (5)
- Perseveres and overcomes challenges to reach a goal (1), (5)
- Self-regulates in order to become a lifelong learner (1), (4), (5), (7)
- Reflects on experience to enhance learning (1), (7)
- Cultivates emotional intelligence to understand self and others (1), (2), (4)
- Adapts to change and shows resilience to adversity (1), (5)
- Manages various aspects of life – physical, emotional (relationships, self-awareness), spiritual, and mental well-being (5)

Collaboration



- Participates in teams; establishes positive relationships
- Learns from, and contributes to, the learning of others (1)
- Co-constructs knowledge, meaning, and content (1)
- Assumes various roles on the team
- Manages conflict
- Networks with a variety of communities/groups
- Respects a diversity of perspectives (2), (3)

Communication



- Communicates effectively in different contexts in oral and written form in French and/or English
- Asks effective questions to acquire knowledge (6)
- Communicates using a variety of media (1), (5)
- Selects appropriate digital tools according to purpose (1)
- Listens to understand all points of view (2), (3), (6)
- Gains knowledge about a variety of languages (2), (6)
- Voices opinions and advocates for ideas

Global Citizenship



- Contributes to society and the culture of the local, global, and digital community in a responsible, accountable, and ethical manner (2), (6)
- Engages in local and global initiatives to make a difference (6)
- Learns from and with diverse people (2), (5), (6)
- Interacts safely and responsibly within a variety of communities (5), (6)
- Creates a positive digital footprint
- Relates to the environment and is mindful of the importance of all living things (2), (3)



A Reflective, Creative and Holistic Thinker

A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.



A Discerning Believer

A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.



A Responsible Citizen

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



A Collaborative Contributor

A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.



An Effective Communicator

An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.



A Self-Directed, Responsible, Lifelong Learner

A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.



A Caring Family Member

A caring family member who attends to family, school, parish and the wider community.

GLOBAL COMPETENCIES DRAFT SCOPING PLAN AND RELATED CMEC AREAS

(1) Teaching and Learning	(2) Aboriginal Education	(3) Education for Sustainable Development	(4) Early Childhood Education and Development	(5) Wellness and Mental Health	(6) Experiential Learning	(7) Assessment
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Overarching Philosophies

3) Increasing connections to STEAM in all subject areas

- Increasing the use of STEAM principles across subject areas (e.g., problem-solving methods, inquiry-based learning: such as how to gather accurate information and make informed decisions, how to correctly test hypotheses by controlling variables)



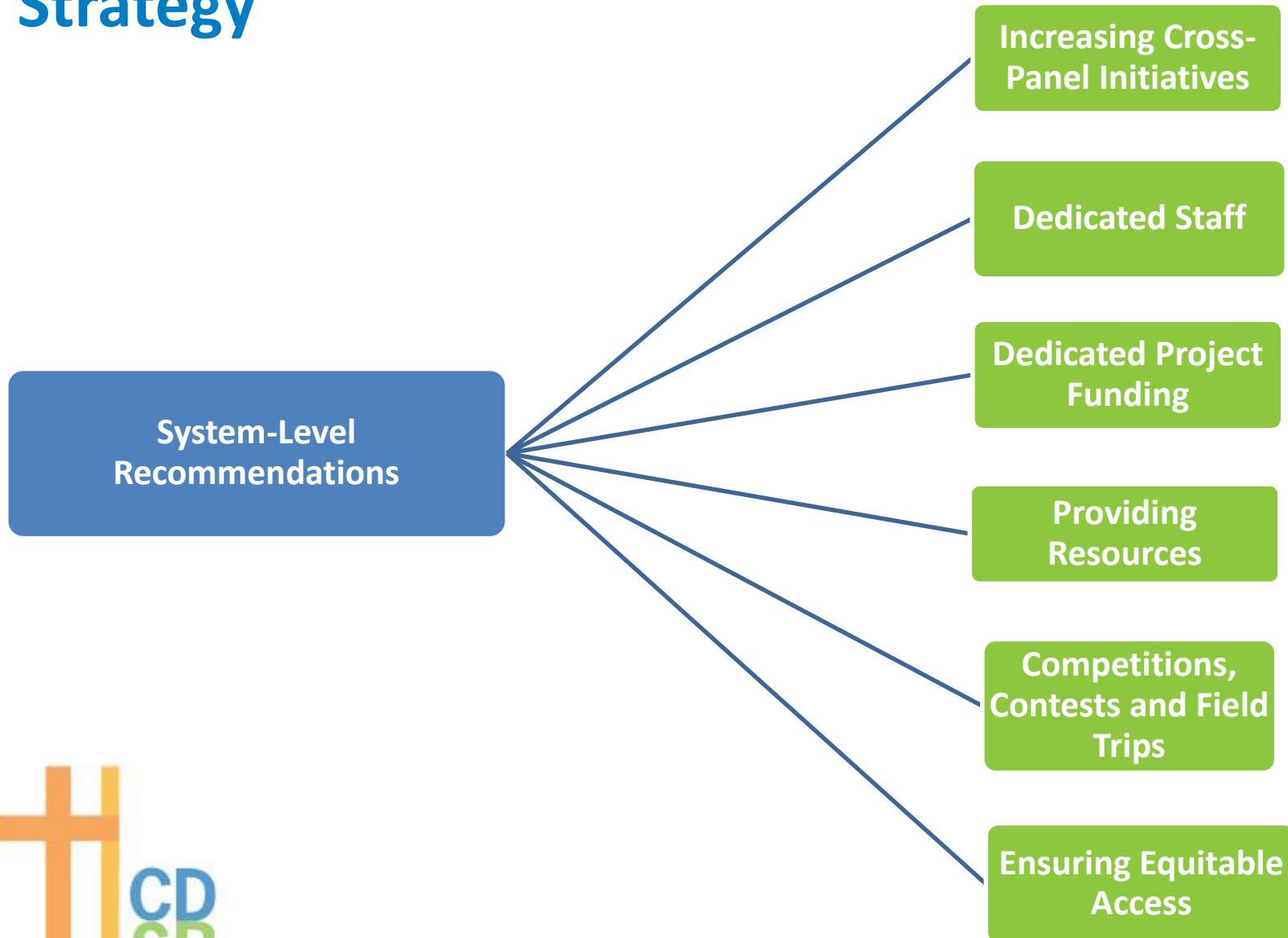
Overarching Philosophies

4) Increasing Engagement in STEAM for All

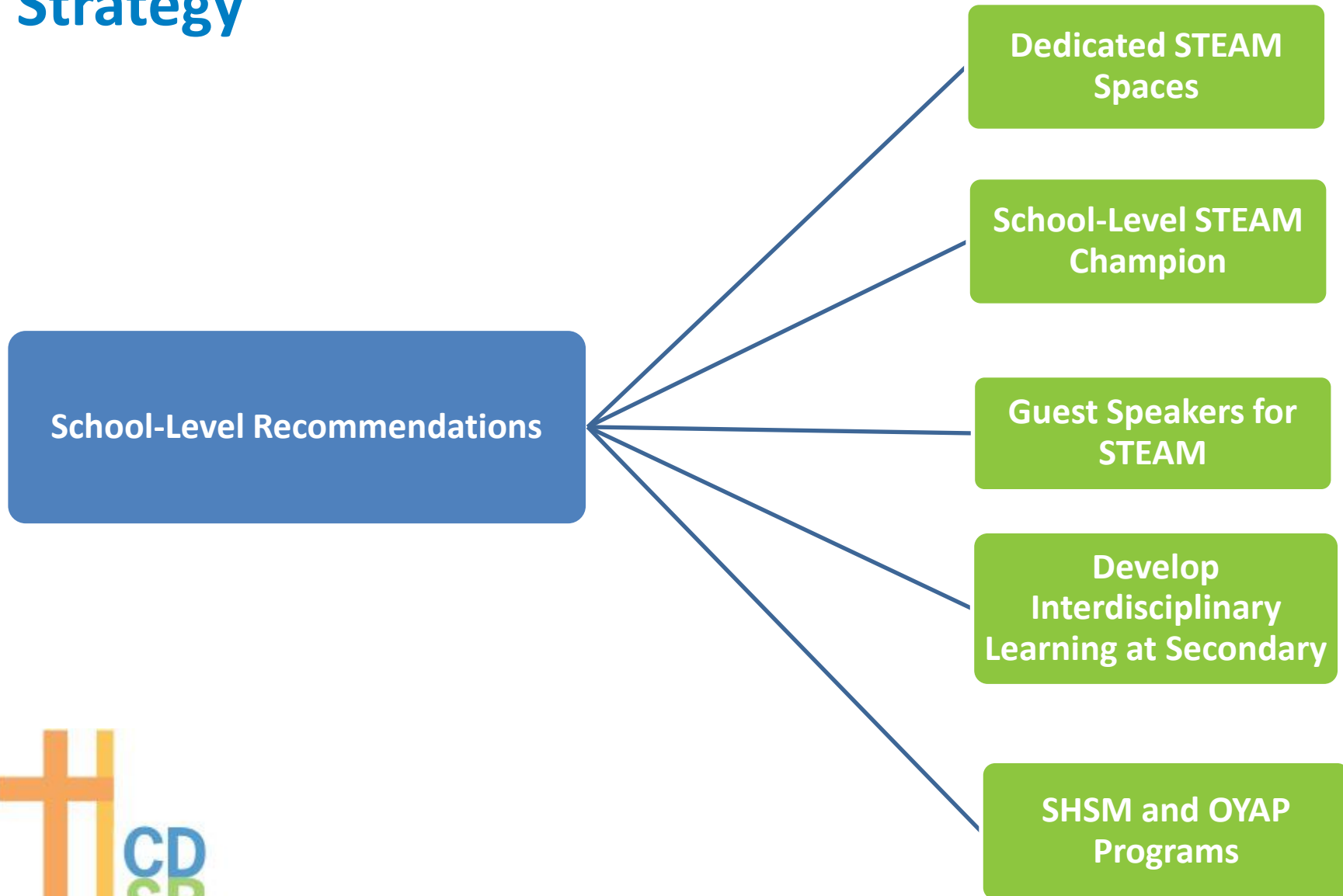
- Creating opportunities and spaces to encourage more female participation in STEAM
- Using data to determine which subsets of our population are underserved or marginalized; and breaking down barriers to participation in STEAM opportunities



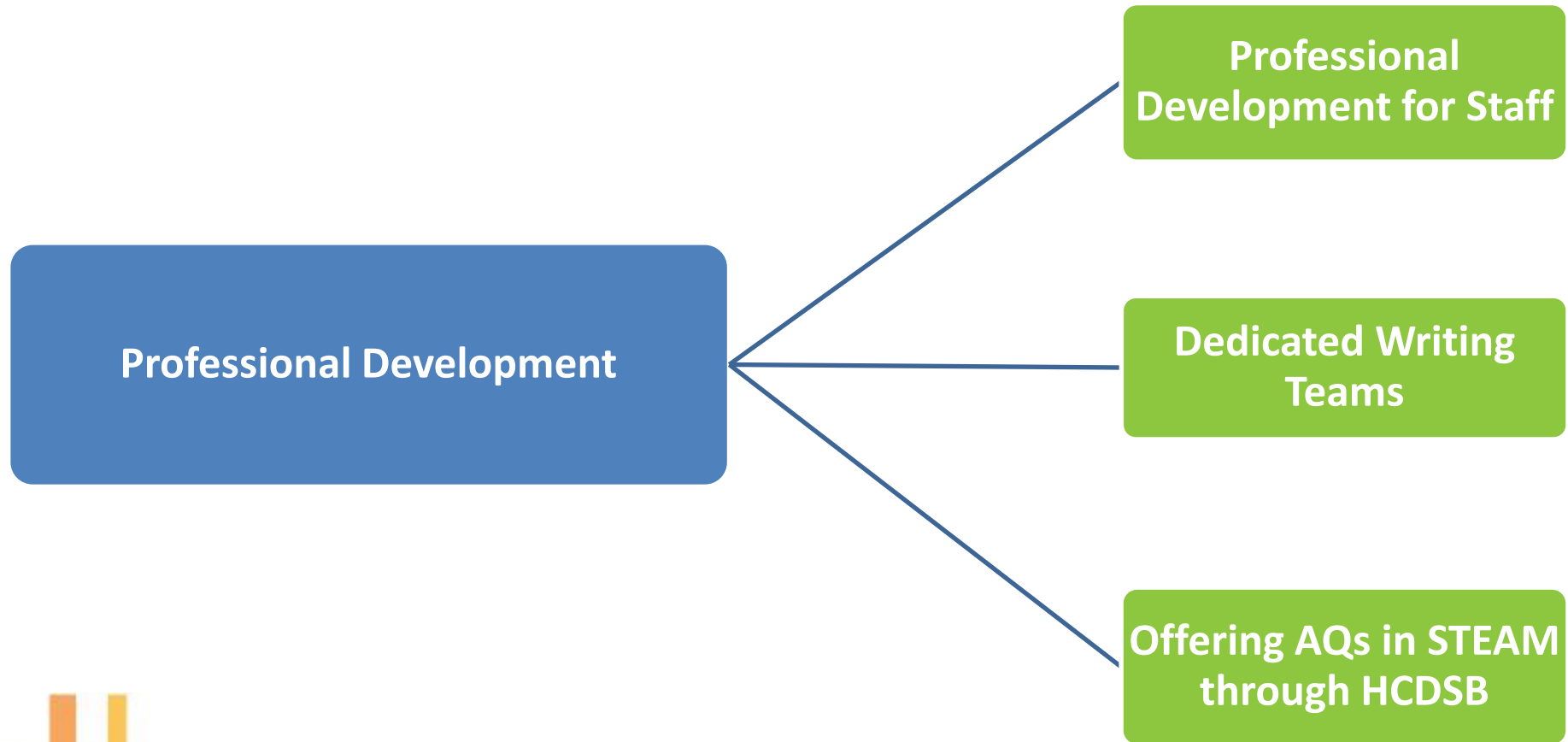
Strategy



Strategy



Strategy



STEAM Strategy “Road Map” 2020 - 2022

 **Fall 2020-
Spring 2021**

- STEM Steering Committee Meetings

 **June 2021**

- Posting/Hiring for STEAM Consultant and Itinerants

 **Fall 2021**

- PD opportunities begin
- Work to further develop school STEAM Spaces

 **Spring 2022**

- Budget Process
- First STEAM competitions take place

Fall 2022

- School-Level STEAM Champions rolled out
- Report to Board of Trustees



May 2021

- Presentation to Board of Trustees
- Budget Process



Sept. 2021

- Cross-Panel Initiatives Begin



Winter 2021

- Development of HCDSB STEAM Additional Qualification Courses Interim Report to Board of Trustees



Summer 2022

- STEAM curriculum writing teams



Winter 2022

- Revisit current Action Plan to make refinements and set further direction

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: May 31, 2021
Time: 7:00 pm
Location: Microsoft Teams

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

Staff Present	J. Acheson, Acting Chief Social Worker
	G. Brown, Chief of Mental Health Programming
	S. Balogh, Superintendent, Special Education Services
	J. Crowell, Superintendent, Curriculum Services
	K. Davison, Curriculum Consultant
	P. Daly, Director of Education
	O. Foese, Chief Psychologist
	D. Kollee, Chief Speech Language Pathologist
J. O'Reilly, Special Education Coordinator	

Members Excused M. Duarte

Recording Secretary A. Hughes

1. Call to Order

The chair called the meeting to order.

1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:00 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: S. Sweet

Seconded by: N. Guzzo

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

2. Presentations

2.1 Special Education Summer Learning Program (J. O'Reilly and O. Foese)

B. Agnew introduced J. O'Reilly, Special Education Coordinator and O. Foese, Chief Psychologist who presented on the Special Education Summer Learning program. Staff concluded with answering questions. The presentation is included in the meeting package.

2.2 Supporting Special Education Students in Destreamed Math (J. O'Reilly and K. Davison)

B. Agnew introduced J. O'Reilly, Special Education Coordinator and Kristy Davison, Curriculum Consultant who presented on the supports for special education students in destreamed math. Staff concluded with answering questions. S. Balogh will provide updates to SEAC when received. The presentation is included in the meeting package.

3. Action to be Taken

3.1 Minutes of the April 19, 2021 SEAC Meeting

Moved by: N. Guzzo

Seconded by: P. Moran

RESOLVED, that the minutes of the April 19, 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)

6. Special Education Board Policy Review (Chair)

There were no policies for review.

7. Action and Information Items

7.1 Special Education Plan (S. Balogh)

The redline draft version of the special education plan, a summary of changes and SEAC member feedback on the plan was emailed to members before the meeting for review. S. Balogh thanked the members of the special education plan subcommittee and spoke to the updates to the plan. Questions were welcomed. S. Sweet, indicated that the Learning Disabilities Association of Halton Hamilton (LDAHH) can not support the special education plan since the association feels there is no self-contained option, either partial or full (Level 4 and 5) for students with learning disabilities. According to the policies and procedures of the Learning Disabilities Association of Ontario, who is the governing body of LDAHH, the association cannot support a special education plan if there is not a continuity of service from kindergarten to grade 12.

M. Lourenco stated that ABC stands by their feedback submission to Policy No. II-29 Inclusion and Range of Placement Options for Identified Exceptional Students. Although clustering was added to the special education plan, ABC believes there is currently no secondary placement option for gifted students and would like to see a regular class secondary clustered placement.

7.2 Summary of Student Exceptionalities (S. Balogh)

Data on exceptionalities and placements for the school year 2020-2021 was distributed in the meeting package. Questions were welcomed. Staff concluded with answering questions.

7.3 Nominations re: Autism Ontario (Chair)

B. Agnew announced that nominations had been received from Autism Ontario for L. Rojas-Silva to represent their association on SEAC and L. Anderson as the alternate representative. The Autism Ontario nomination will go to the June 1, 2021 Board meeting for trustee approval.

8. Communications to SEAC

8.1 Superintendent's Report

S. Balogh provided updates on:

National AccessAbility Week in Canada: is May 30 to June 5, 2021. It is an opportunity to celebrate the valuable contributions of Canadians with disabilities. This week, we also recognize the efforts of individuals, communities and workplaces that work to remove barriers to accessibility and inclusion.

Summer Psychological Assessments: will be conducted this summer. Currently, Psycho-Educational Consultants are reaching out to parents to establish availability. We will conduct these assessments at select locations in Milton, Oakville and Burlington. Staff will review wait times continuously to ensure that any variability of wait times across the board that occurs as a result of summer assessments and other pandemic factors will be addressed in September.

Right-to-Read: As a result of the Ontario Human Rights Commission report on “The Right-to-Read” a committee was struck at the beginning of this year with the Special Education Consultants and Coordinator to begin looking at our current process around early screening and identification for students who are struggling to read. The report has since been delayed and is set to be released in Fall of 2021. The committee has been working on a study around using a reading readiness screening tool called the RRST. This tool is for use by classroom teachers to identify specific areas of reading readiness to provide meaningful and targeted intervention. The committee has since expanded to include the Chief of Psychology and Chief Speech Language Pathologist as well as Curriculum staff. Updates will be provided at a future meeting in the new school year as more information becomes available.

After School Skills Development Program: the Children Friendship Training is complete and PEERS is finishing up. Feedback on the program from parents and staff has been positive. The program will continue next year. SLPs, CDAs, BAs, Psychology staff, ISERTS, and some SERTS and CYCs participated in 3 days of training to be able to deliver PEERS, a social skill development program.

ABA Bonanza 2.0: the Bonanza has finished, including the panel discussions which have been completed. The Bonanza 2.0 will continue in the fall with some additional modules and panel discussions.

Project SEARCH: the launch held on April 22nd was very well received. Applications have been received, and the presentation has had over 600 views to date on the HCDSB YouTube channel. This school-to-work transition program for students with Developmental and Intellectual disabilities will commence in September 2021 at Milton District Hospital. The next step in the recruitment process is the interviews/assessment phase. Successful applicants will be notified the week of June 7th.

SEA Showcase: the Special Education Department hosted a virtual SEA Showcase on the HCDSB YouTube channel on May 26th. The keynote speaker was Carrie Anton, gold medal Paralympian from the Sydney 2000 Paralympic Summer Games and for the past 25 years has been an assistive technology and accessibility specialist. Video submissions of the Ignite Technology Grant winners were viewed and HCDSB students described the impact of assistive technology on their own lives and on their educational journeys. Thank you to Brenda Agnew, who spoke on behalf of SEAC, Rick Barreiro, who spoke on behalf of VOICE and Maria Lourenco and Jessica Lim, who spoke on behalf of ABC.

Mental Health: the video on Parenting During the Pandemic has surpassed 1000 views and people continue to watch the videos weeks after they were posted. We will continue to work on materials over the summer. Social workers and CYCs are continuing to work with students and families virtually during this period of school closure. For students that are requiring more intensive support, the social workers are providing support as well as liaising with community professionals to ensure that student and family's needs are being met.

8.2 Trustee Reports

N. Guzzo reported on:

- At the April 26th Special Board of Trustee meeting a motion was brought to the table, supporting our diverse school community, in regards to celebrating pride month. The result is it includes that mandatory training for senior staff be completed before the start of the 2021-2022 school year on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+. To be started in September of the 2021/2022 school year, all staff are to receive mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools. In addition, HCDSB is raising awareness around Pride month and each school will be mandated to have safe space signage.
- The 2021-2022 school year calendar has been approved.
- Meetings for multi-year strategic plan have been held. The mission and vision have been revised based on stakeholder feedback.
- Capital priorities program list report was presented.
- St. Kateri Tekakwitha is the official school name for the new Milton #3 Catholic Secondary School.
- The Bronte green school boundary review was approved for St. Mary and St. Joan of Arc.
- Religious education resource selection for the Grade 8 core religious is up for purchase for the complete print and digital series.
- The following policies were approved: Policy III-11 The Hiring and Promotion Policy Academic and Non-Academic Personnel and Policy II-45 Equity and Inclusive Education.
- Pre AP and pre IB programming will continue next year as per direction from Director Daly.

8.3 Association Report – Halton Down Syndrome Association (D. Hotopeleanu)

D. Hotopeleanu provided an overview on the Halton Down Syndrome Association virtual walk for Down Syndrome and an update on the HDSA's 7th annual World Down Syndrome Day school contest. The top three winning submissions were from HCDSB schools and a video of the first place submission was played.

9. SEAC Discussion/Questions

B. Agnew discussed writing a letter in support of Bill 172 similar to letters other SEAC's have written. B. Agnew called on T. Veale, FASworld Canada representative, to provide further information to members. T. Veale requested the support of SEAC to write a letter to the Minister of Education in support of Bill 172. B. Agnew asked members if they were in agreement. Members agreed to compose and send a letter of support.

Moved by: D. Rabenda

Seconded by: M. Lourenco

RESOLVED, that a letter in support of Bill 172 be sent to the Minister of Education. **CARRIED**

10. Meeting Summary and Next Steps

11. Next Agenda: Meeting June 14, 2021

The agenda will include a multi-year strategic plan update and the accessibility plan.

12. Adjournment

12.1 Resolution re Absentees (Chair)

Moved by: R. Barreiro

Seconded by: M. Lourenco

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

12.2 Adjournment and Closing Prayer (Chair)**Moved by:** M. Lourenco**Seconded by:** N. Guzzo**RESOLVED**, that the meeting adjourn. **CARRIED**

The meeting adjourned at 9:06 p.m. with a prayer led by the Chair.

HALTON CATHOLIC DISTRICT SCHOOL BOARD - SPECIAL EDUCATION ADVISORY COMMITTEE

BUSINESS ARISING FROM PREVIOUS MEETINGS – June 14, 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