



## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING AGENDA

Date: October 25, 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. Declarations of Conflict on Interest</b>	
<b>3. Presentations</b>	
3.1. Fetal Alcohol Spectrum Disorders (FASD) (D. Kollee) - 20 minutes	1
3.2. Post Secondary Transitions (Andrew Cordeiro, J. Dietrich, C. Jenkins, F. Oliveira, R. Richardson, L. Vacca ) - 20 minutes	19
<b>4. Approval of Minutes</b>	
4.1. Minutes of the September 27, 2021 SEAC Meeting	48
<b>5. Business Arising from Previous Meetings</b>	
5.1. Summary of Outstanding Items from Previous Meetings (Chair) - 5 minutes	54
<b>6. Special Education Board Policy Review</b>	
6.1. Policy II-20 Child Abuse and Protection of Students (S. Balogh) - 10 minutes	55
<b>7. Action and Information Items</b>	
7.1. Spirit of Inclusion Award Criteria (S. Balogh) - 5 minutes	58
7.2. SEAC Goals Proposal (P. Moran) - 10 minutes	61
7.3. Committee Code of Conduct for SEAC Members Motion (R. Barreiro) - 10 minutes	67

- 8. Board Committee Updates from SEAC Representatives (Chair) - 10 minutes**
  - 8.1. Updates from SEAC Representatives
  - 8.2. Committees and Openings 68
- 9. Communication to SEAC**
  - 9.1. Superintendent Report (S. Balogh) - 10 minutes
  - 9.2. Trustee Report (H. Karabela) - 10 minutes
- 10. SEAC Discussion Item/Questions - 15 minutes**
  - 10.1. Expansion of Elementary Community Classrooms Staff Report from the October 19th Board Meeting (Chair) 69
- 11. Meeting Summary and Next Steps**
- 12. Next Agenda:**
  - 12.1. Monday November 29, 2021
- 13. Resolution re: Absentees**
- 14. Adjournment and Closing Prayer**

# FASD Support Update October 2021

Denise Kollee, FASD Lead

10/21/2021

# What is FASD?



- ❖ Fetal Alcohol Spectrum Disorder (FASD) is a diagnostic term used to describe impact on the brain and body of individuals prenatally exposed to alcohol during pregnancy
- ❖ FASD is a lifelong disability. Individuals with FASD may experience challenges in their daily living, and need support with motor skills, physical health, learning, memory, attention, emotional regulation, and social skills.
- ❖ Each individual with FASD is unique and has areas of both strengths and challenges.
- ❖ FASD is a leading known cause of developmental disability in Canada.

CanFASD, 2018

## Fast Facts about FASD (from CanFASD)

FASD impacts approximately 4% of Canadians

Individuals with FASD are known for having a number of different strengths, including being friendly, likeable, affectionate, determined, hard-working, forgiving, non-judgmental and caring

90% of individuals with FASD also experience mental health issues.

Individuals with FASD achieve positive outcomes if their needs and challenges are addressed early on in life and they have access to supports that carry into adulthood.



# FASD Awareness Day, 2021

## FASD

• Fetal • Alcohol • Spectrum • Disorder

\*Fetal Alcohol Spectrum Disorder (FASD) is a diagnostic term used to describe the impact on the brain and body of individuals prenatally exposed to alcohol during pregnancy.

FASD is a lifelong disability. Individuals with FASD may experience challenges in their daily living, and need support with motor skills, physical health, learning, memory, attention, emotional regulation, and social skills.

Each individual with FASD is unique and has areas of both strengths and challenges.\* -CanFASD

**According to CanFASD...**

FASD is the leading cause of development disability.

**4%** Prevalence in Canada is approx. 4% of population.

FASD is invisible in most individuals.

**Did you know at HCDSB...**

- Students diagnosed with FASD can be identified under the Physical Exceptionality
- Students can access the Halton FASD Diagnostic Team, which includes a psychologist and speech language pathologist that can conduct assessments
- Some staff members are also part of the Halton FASD Resource Team
- We have a tiered/layered model of support for students with FASD that focuses on their strengths
- Our board has an FASD lead that co-ordinates the use of FASD practices (think brain not behaviour) and provides consultation to schools

**Strategies for Success...**

		
Early diagnosis has been found to correlate with better long-term outcomes for children and their families.	Having a stable home environment is essential in helping to prevent secondary disabilities associated with FASD.	Families dealing with FASD require support, a team approach including collaboration with community partners is beneficial.

**Working with HCDSB...**

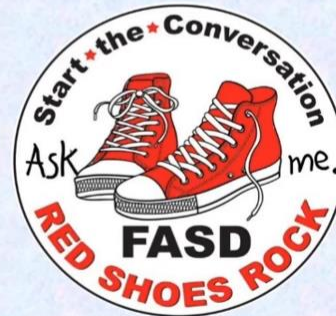


Along with parents and carers, educators play a critical role in the diagnosis of FASD in school age children. Parents are encouraged to share diagnosis and assessments with the school to assist in the implementation of coordinated strategies. It is critically important that educators understand the strengths and difficulties of a child or young person with FASD and work in partnership with the family.

Sharing and discussing an FASD diagnosis ensures behaviors are understood. It allows others to adapt their approach and the environment rather than trying to change the student. As a result, teachers can build more positive relationships and make better instructional choices, which focus on building their strengths and forming positive identities.

# FASD “The Invisible Disability”

- FASD can best be described as a brain based disability with behavioural symptoms.
- The **invisibility** of FASD can be attributed the fact that people with FASD look the same as everyone else and come across as more capable than they actually are.



**Kathryn Abercrombie** @KathrynAbercro1 · Sep 8  
 Ready with my red shoes for FASD Awareness Day tomorrow, September 9, 2021. #HCDSB\_SLPs\_CDAs #redshoesrock #FASDDay #FASDAwareness



**HCDSB\_SLPs\_CDAs** @HCDSB\_SLPs\_CDAs · Sep 9  
 Great to \*\* our @HCDSB staff wearing red in support of our students living with FASD! @StBeneHCDSB #fasdawareness @dkollee @STeremy @Aclairej



HaltonFASD Retweeted  
**Mrs. Jankowiak** @JankowiakMrs · Sep 9  
 4% of individuals in Canada have FASD, likely the number is higher when taking into consideration the number of individuals who have gone undiagnosed. Today is #fasdawarenessday let's open up conversation and get rid of stigma. @HCDSB\_CYCs @HCDSB\_MHWB



**Arthur** @MsArthurtheCYC · Sep 9  
 Taking off my Red Shoes today! ❤️  
 #FASDAwareness #RedShoesRock #FASDAwarenessmonth  
 FamilyHCDSB @StVincentOak

**Mrs. Fazzari** @MissMillarCYC · Sep 9, 2019  
 We had our first day of school and rocked our red shirts for #FASD!  
 #FASDAwareness #haltonFASD #Redshoesrock #altd @HCDSB\_CYCs @HCDSB

4 10

HaltonFASD Retweeted  
**Canadian Martyrs Catholic Elementary School** @CMartyr... · Sep 9  
 @CMartyrsHCDSB showing our support for our friends & families who live with FASD. Red Shoes 🟢 @HCDSB @haltonFASD @hcdsbSEAC



**Francis Xavier CSS** @StFXSOS · Sep 9  
 Our X admin is rocking red for FASD Awareness Day to show support, create conversation, and change stigma into understanding and acceptance ❤️❤️  
 @haltonFASD #FASDAwareness #AcceptIncludeServe

HaltonFASD Retweeted  
**Mrs. Oudestluis CYC** @MrsOudestluis · Sep 9  
 Red shoes rock! Today is Halton FASD Awareness Day!  
 #starttheconversation #redshoesrock @haltonFASD @HCDSB



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2 22



Halton FASD Collaborative  
Vision: Halton is an FASD Informed Community

Halton FASD Advisory  
Committee

Parent  
Support  
(school age)

Parent  
support  
(adults)

FASD  
Resource  
Team

FASD  
Diagnostic  
Clinic

# Halton FASD Resource Team

*Supporting Hope and Understanding through explanation, education, collaboration and leadership*

## In-Kind Agreement

Agencies represented on Resource Team signed MOU

Team members, commit 1.5 days/month; Team co-chairs, commit 2.0 days/month

Team members received access to materials and training developed by RT to use within their own agencies as well as professional development opportunities funded by the collaborative

## Provide Three Services

*Awareness Presentations*

*Community and Agency Trainings*

*FASD Case Conferences*

**Halton FASD**  
Fetal Alcohol Spectrum Disorder

**VIRTUAL CASE CONFERENCES**  
For Parents, Caregivers and Professionals supporting someone with diagnosed or suspected Fetal Alcohol Spectrum Disorder (FASD)

Supporting hope and understanding through explanation, education, collaboration and leadership

COOPERATION  
PARTNERSHIP  
TEAMWORK  
CREATIVITY  
BRAINSTORMING  
UNITY  
KNOWLEDGE

The Halton FASD Resource Team offers free case conferences to Parents, Caregivers & Professionals who would benefit from

- A better understanding of the needs of individuals living with FASD
- Shared beliefs and priorities
- Coaching with an FASD perspective
- Expand skills and knowledge within the family's circle of support

**2021-2022 CASE CONFERENCE DATES**

September 27	January 17	May 16
October 18	February 28	June 20
November 15	March 21	
December 13	April 25	

**Time:** 1:00-3:00pm

**WHO ATTENDS?**  
Any member of the support team (i.e. teachers, educational assistants, respite workers, etc.) are welcome to participate. With parent/guardian consent, case conferences can be requested by any members of the support team. The affected individual does not attend the case conference. The case conference does not include direct access to services, diagnosis or medical consultation.

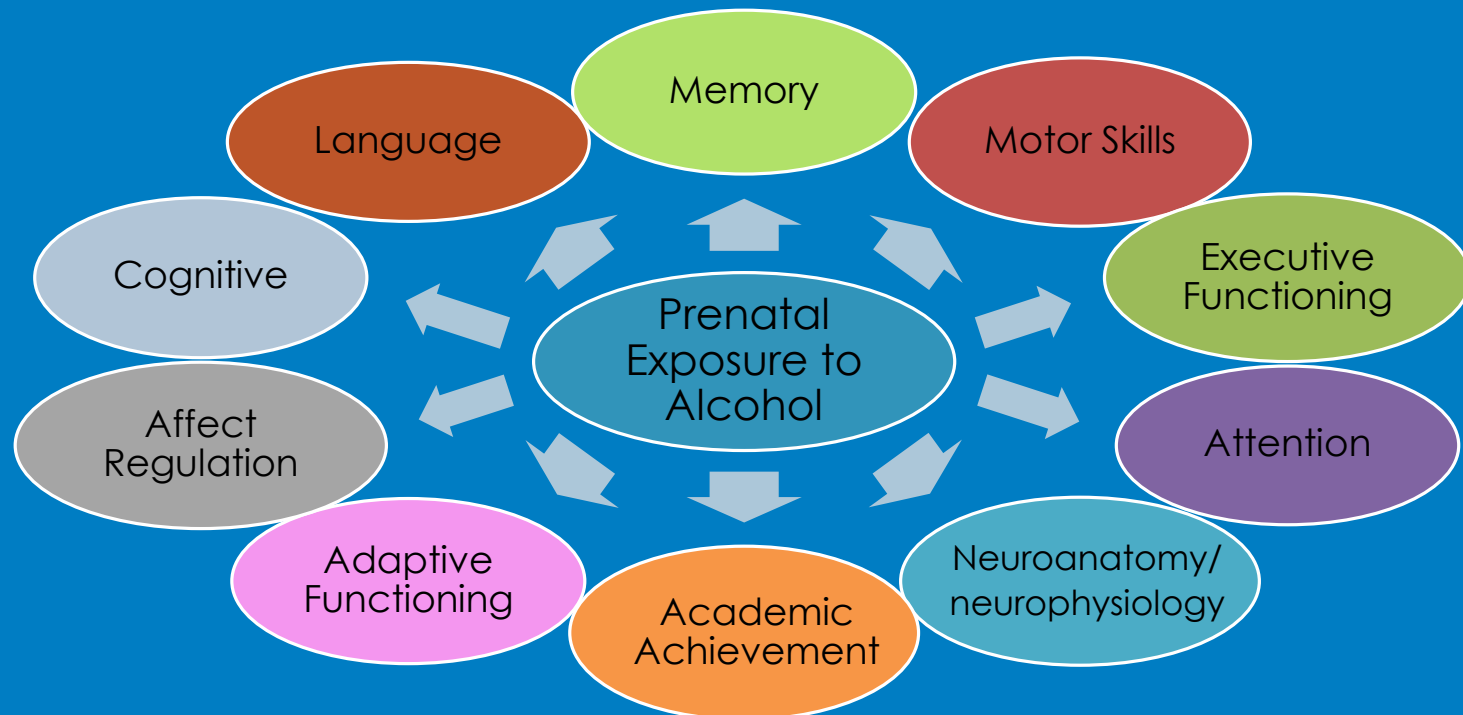
For referral packages, visit [www.haltonfasd.ca](http://www.haltonfasd.ca)  
If you have any questions, please contact Joanne Abrahams at [joanne.abrahams@halton.ca](mailto:joanne.abrahams@halton.ca)

The Halton FASD Resource Team consists of the following service providers: Beach Out Centre for Kids (BROCK), Halton Children's Aid Society, Halton Region Children's Services, Woodview Mental Health and Autism Services, Halton District School Board, Halton Catholic District School Board, Halton HealthCare, Community Living Burlington, Community Living North Halton, ADAPT, Halton Regional Police Services, Halton Youth Centre, Milestone Foster Homes.

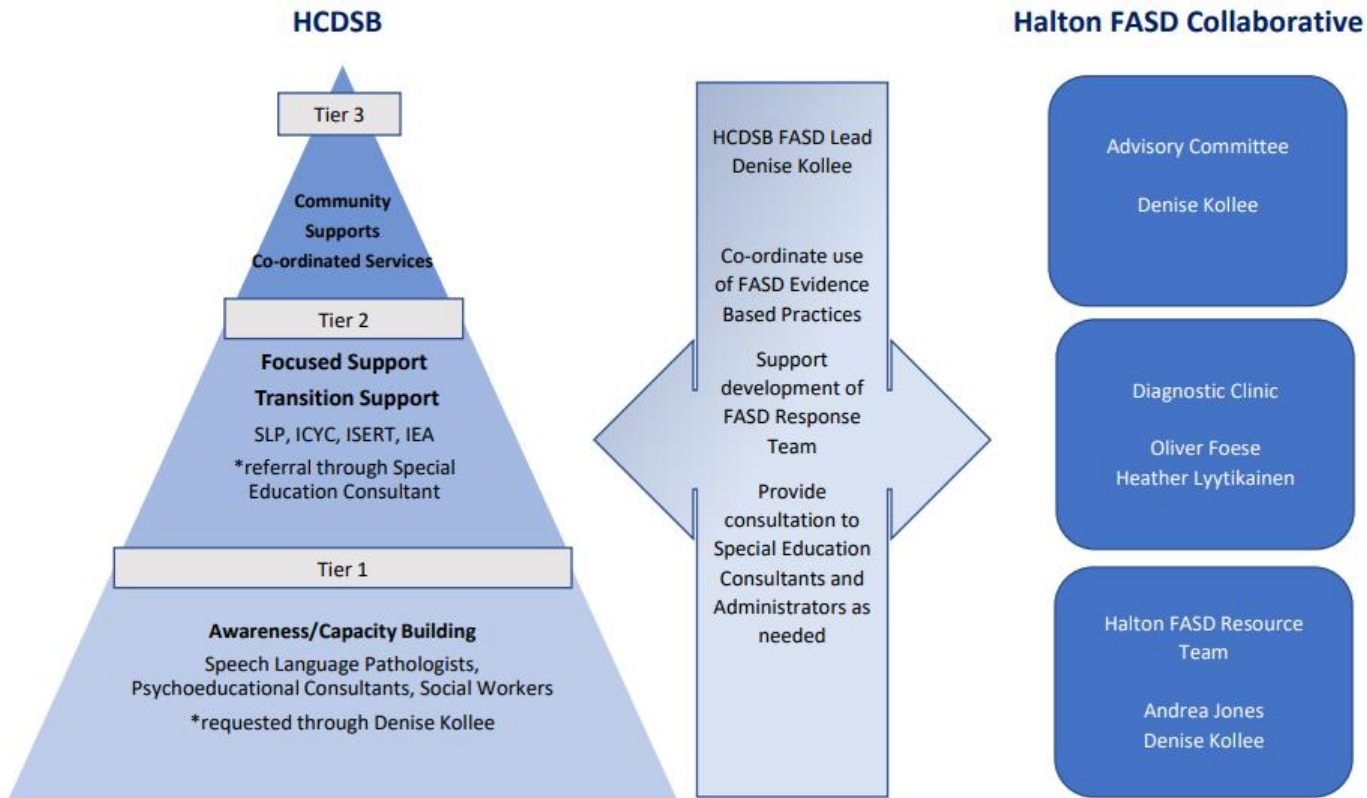
## Halton FASD Diagnostic Team

Provide monthly Diagnostic Assessments to residents of Halton up to the age of 25.  
The team will provide full assessments and offer recommendations to individuals assessed.

The work of the Assessment and Diagnostic Team is supported by some funding from the Ministry of Health and the in-kind contribution of its members (ROCK, ErinoakKids, Halton Catholic District School Board, Halton District School Board).



# Tiered Model



## Becoming an FASD Informed School

Research has found that traditional approaches at school can be unsuccessful in supporting the needs of students with FASD. This approach not only affects the student, but the educator as well. Research tells us:

- FASD affects each individual in its own unique way, therefore adopting flexible, individual-based responses is the most effective approach to working with students with FASD.
- Students with FASD and positive school experiences are less likely to develop adverse outcomes.
- Teachers often report that they lack the knowledge and training in FASD and are eager to provide improved support to their children.
- Typical behavioural responses (consequences, rewards, incentives) are not always interpreted appropriately by the individual with FASD, reducing their effectiveness.

from CanFASD 2021

# School Scan

Question	Response	Next Step
1. Has your school hosted an awareness presentation	<input type="checkbox"/> Yes <input type="checkbox"/> No	A
2. Have key staff in your school been to 2-Day FASD Training? <ul style="list-style-type: none"> <li>• Principal/Vice Principal</li> <li>• Special Education Department Head</li> <li>• Special Education Resource Teacher</li> <li>• Social Worker</li> <li>• Child and Youth Counsellor</li> <li>• Classroom Teachers</li> <li>• Early Childhood Educators</li> <li>• Educational Assistants</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	B
3. Does your school provide staff with the opportunity to engage in supportive debriefing with individuals knowledgeable about FASD?	<input type="checkbox"/> Yes <input type="checkbox"/> No	E, F
4. Do you support staff development of skills to provide accommodations based on adaptive functioning of students with FASD?	<input type="checkbox"/> Yes <input type="checkbox"/> No	C, E, F
5. Does your school have practices for the physical environment to accommodate sensory processing difficulties? (e.g. lighting, noise)	<input type="checkbox"/> Yes <input type="checkbox"/> No	C, D
6. Are your school staff aware of FASD community programs and supports like Camp Unity, Reach for It, and Leaders in Training?	<input type="checkbox"/> Yes <input type="checkbox"/> No	C
7. Does your school support peer understand and school community awareness of FASD?	<input type="checkbox"/> Yes <input type="checkbox"/> No	C, E, F
8. Does your school collaborate with other agencies and caregivers to provide a sustainable and supportive circle of care for individuals with FASD?	<input type="checkbox"/> Yes <input type="checkbox"/> No	B, E

## A. Awareness Presentation

This 60-minute presentation can be customized to give staff an overview about prevalence and primary challenges associated with fetal alcohol spectrum disorder. Contact Denise Kollie to arrange a presentation.

## B. Training Opportunities to Staff

[Attend Halton FASD Training \(haltonfasd.ca/index.php/halton-fasd-resource-team/\)](http://haltonfasd.ca/index.php/halton-fasd-resource-team/)  
This two-day training includes modules which provide an introduction to FASD, an overview of diagnostic criteria, an in-depth look at the primary challenges associated with FASD, and a review of best practices for an integrated approach to intervention and support across the life span with an emphasis on transitions.

## C. Access free online information

Browse digital resources to download/print on StaffNet

Brown HaltonFASD.ca to learn about Halton specific FASD programs and resources

## Foundations in FASD

Foundations in FASD is a basic training course intended for everyone that will encounter individuals with FASD including all sectors of work, families, individuals with FASD, spouses, and the public. This training program provides the perspective of individuals who have FASD, is evidence-based, employs a culturally sensitive approach, and is presented in a way that is responsive to the learners needs.  
(<https://estore.canfasd.ca>)

## D. Access KnowFASD.ca

KnowFASD.ca is an interactive website that provides information across the spectrum and lifespan of individuals who have FASD. It summarizes some of the common neurobehavioral features from current research and explains some of the neurobehavioral difficulties. The site has an ages and stages interactive feature that provides information on many of the life challenges individuals may face in areas such as health, education, life skills, housing, social relationships, employment, and mental health.

## E. Case Conference <http://haltonfasd.ca/index.php/halton-fasd-resource-team/>

Contact Halton FASD to request a Case Conference to support understanding of an individual with FASD with whom your school is working.

## F. Access Staff Coaching

These sessions can be either Focused Support or Transition Support. Focused Support sessions help staff in implementing of the core principles of FASD support. This support can also be used for teachers who are new to a student to review the profile of a student with FASD and support the understanding of the primary characteristics of FASD. Coaching can be accessed through your Special Education Consultant

# HCDSB Model of Support

Components of Plan

Stable Placement  
Environment

Crisis Management  
Skill Development

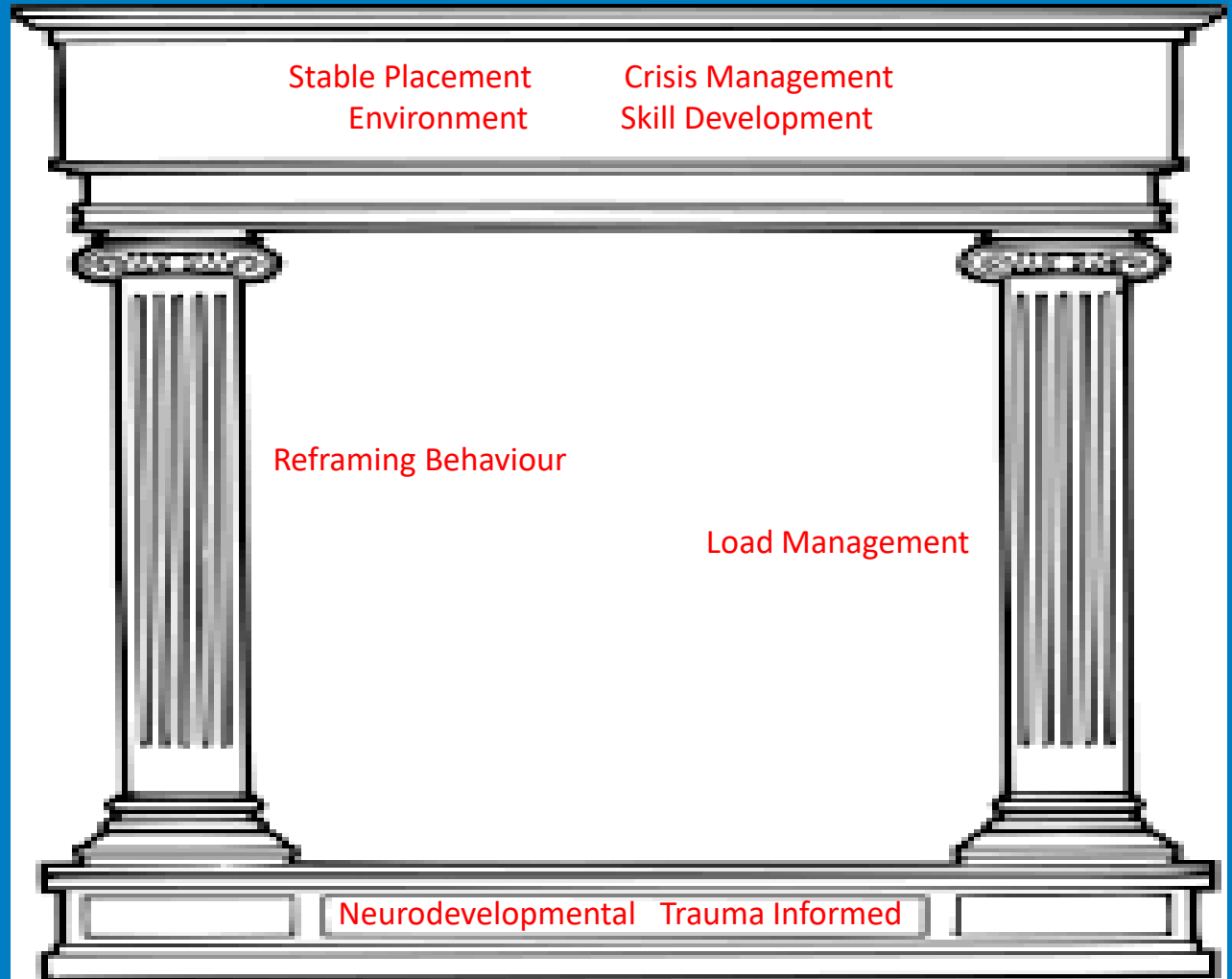
Pillars of Practice

Reframing Behaviour

Load Management

Foundational Principles

Neurodevelopmental Trauma Informed



## 2020-2021 Recap

- Structure of supports has helped system understand what is available
- Clear referral pathway through Special Education Consultant
- Feedback from I-Teams and ICYC has helped clarify framework, roles, and resources to further improve supports
- Schools/families have found support beneficial
- Tier 1 supports included awareness presentations, educator meetings in secondary, and school consultations
- Tier 2 included case conferences and the FASD Response team for transition support and focussed support



Full Day Session (same session repeated)	Date and Time:
Supporting Students with FASD – The Basics	September 22, 2021 (8:30am - 4:00pm)
Supporting Students with FASD – The Basics	October 20, 2021 (8:30am - 4:00pm)
Supporting Students with FASD – The Basics	Feb. 2, 9, 16, 2022 (4:00pm - 6:00pm)
Supporting Students with FASD – The Basics	April 20, 2022 (8:30am - 4:00 pm)
Special Topics in FASD	Date and Time:
Awareness Presentation – What is FASD?	September 29, 2021 (3:00pm - 4:00 pm)
Equity and Inclusion for Students with FASD	October 27, 2021 (3:00pm - 4:00 pm)
IEPs for Students with FASD	November 24, 2021 (3:00pm - 4:00 pm)
Supporting Transition to Secondary for Students with FASD	January 26, 2022 (3:00pm -4:00 pm)
FASD and Trauma	February 23, 2022 (3:00pm -4:00 pm)
Supporting Sensory Needs in Students with FASD	March 30, 2022 (3:00pm -4:00 pm)
Case Studies on Primary Challenges at School	April 27, 2022 (3:00pm -4:00 pm)
Supporting Peer Understanding of FASD	May 25, 2022 (3:00pm -4:00 pm)

## Initial Training September 2021 55 participants

### 1. The training enhanced my understanding of FASD

[More Details](#)

● Strongly Agree	23
● Agree	4
● Disagree	0
● Strongly disagree	0



### 2. I feel more confident in being able to explain the unique challenges of living with FASD

[More Details](#)

● Strongly Agree	15
● Agree	12
● Disagree	0
● Strongly disagree	0



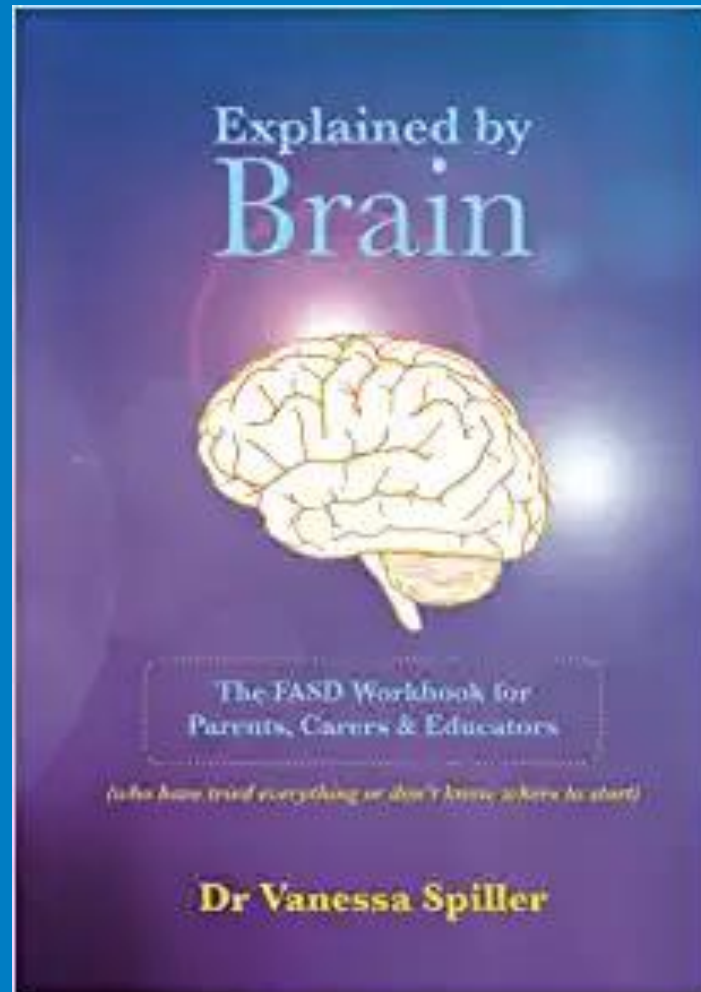
### 3. I will be able to use what I learned in this training

[More Details](#)

● Strongly Agree	18
● Agree	9
● Disagree	0
● Strongly disagree	0



## Resources to Schools



**Questions?**

# Post-Secondary Transitions

October 25, 2021

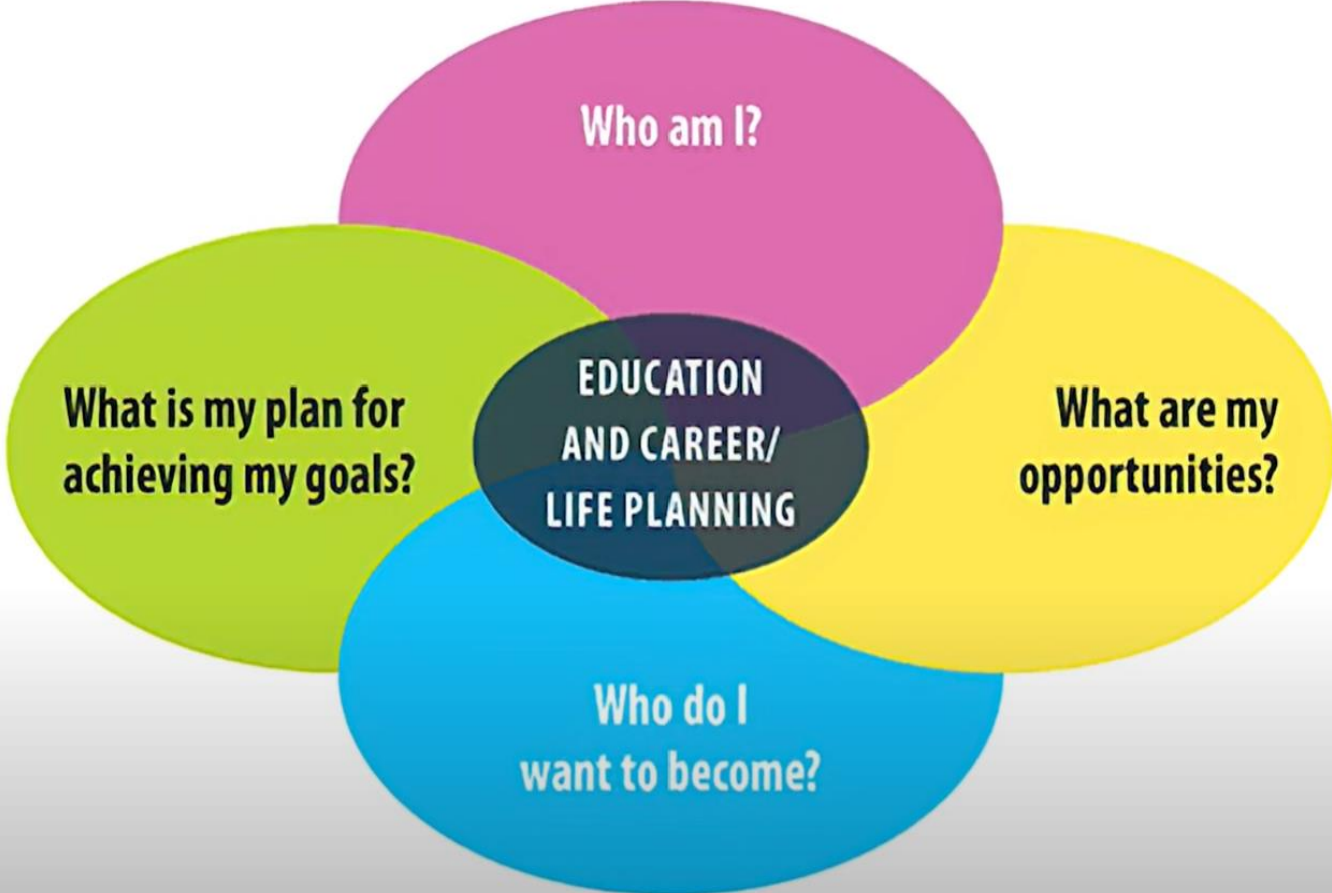
C. Jenkins, J. Dietrich, L. Vacca,  
R. Richardson, F. Oliveira,  
A. Cordeiro

*There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work.*

**- 1 Corinthians 12 : 4-6**



# The 4 Step Inquiry Model and Pathways Planning



EDUCATION AND CAREER/LIFE PLANNING: A FOUR-STEP INQUIRY PROCESS

<b>Who am I?</b>	<p><b>Knowing Yourself</b></p> <p>To help answer the question “Who am I?” students will:</p> <ul style="list-style-type: none"> <li>✦ Identify the characteristics that describe who they are, and create and maintain a personal profile that reflects those characteristics (e.g. interests, strengths, intelligences, accomplishments, values, and skills, including the learning skills and work habits evaluated on the provincial report cards and the Essential Skills described in the Ontario Skills Passport);</li> <li>✦ Identify factors that have shaped who they are and that are likely to shape their profile over time;</li> <li>✦ Reflect on how the characteristics described in their profile influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as a learner, their relationships, and their education and career/life choices.</li> </ul>
<b>What are my options?</b>	<p><b>Exploring Opportunities</b></p> <p>To help answer the question “What are my opportunities?”, students will;</p> <ul style="list-style-type: none"> <li>✦ Explore the concept of “opportunity” and how the choices they make can open pathways for them;</li> <li>✦ Identify co-curricular and community-based opportunities (e.g. recreational, social. Leadership, volunteer, part-time employment);</li> <li>✦ Investigate a variety of fields of work, occupations, and jobs, as well as the potential impact of local and global trends (e.g. demographic, technological, economic, social) on the opportunities available to them;</li> <li>✦ Investigate the preparation required for a variety of co-curricular and community-based opportunities, occupations, and jobs (i.e. acquiring the necessary experience, education/training, and specific skills including the Essential Skills and work habits documented in the OSP) and how this preparation can be obtained.</li> </ul>
<b>Who do I want to become?</b>	<p><b>Making Decisions and Setting Goals</b></p> <p>To help answer the question “What do I want to become?”, students will;</p> <ul style="list-style-type: none"> <li>✦ Identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and the characteristics they have described in their personal profile;</li> <li>✦ Based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals;</li> <li>✦ Review and revise their goals in light of any changes that may arise in their personal profile and in the opportunities that are available to them.</li> </ul>
<b>What is my plan for achieving my goals?</b>	<p><b>Achieving Goals and making Transitions</b></p> <p>To help answer the question “What is my plan for achieving my goals?”, students will;</p> <ul style="list-style-type: none"> <li>✦ Create a plan that identifies in detail the steps required to achieve the goals they have set;</li> <li>✦ Identify the resources required to implement the plan;</li> <li>✦ Identify potential obstacles and challenges they may encounter in implementing their plan, and devise possible solutions.</li> </ul>

<b>Catholic Graduate Expectations</b>	
<p><b>CGE1f</b> – understands that one’s purpose or <b>call in life</b> comes from God and strives to discern and live out this call throughout life’s journey</p> <p><b>CGE4a</b> – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p> <p><b>CGE4g</b> – examines and reflects on one’s personal values, abilities, and aspirations influencing life’s choices and opportunities</p>	<p><b>CGE2a</b> – listens actively and critically to understand and learn in light of gospel values</p> <p><b>CGE2b</b> – reads, understands and uses written materials effectively</p> <p><b>CGE3c</b> – thinks reflectively and creatively to evaluate situations and solve problems</p> <p><b>CGE4d</b> – responds to, manages and constructively influences change in a discerning manner</p> <p><b>CGE5b</b> – thinks critically about the meaning and purpose of work</p>
<p><b>CGE3d</b> – makes decisions in light of gospel values with an informed moral conscience</p> <p><b>CGE3c</b> – adopts a holistic approach to life by integrating learning from various subject areas and experience</p> <p><b>CGE4f</b> – applies effective communication, decision-making, problem solving, time and resource management skills</p> <p><b>CGE5d</b> – finds meaning, dignity, fulfillment and vocation in work which contributes to the common good</p>	<p><b>CGE5c</b> – develops one’s God-given potential and makes a meaningful contribution to society</p> <p><b>CGE5r</b> – exercises Christian leadership in the achievement of individual and group goals</p> <p><b>CGE5g</b> – achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others</p>



# The **5** Destination Pathways

**There is no best program  
pathway: work, university,  
college, apprenticeship and  
community  
BUT...**

**There is one that is best for **YOU****



# Workplace



## WHY might students choose the workplace pathway?

- They have a desire to seek employment and begin earning wages
- To develop their employability skills and build a network for future training and opportunities

## WHO is the workplace for?

- Someone who would like to learn and train while being paid

# College



## **WHY might students choose a college pathway?**

- **Colleges offer a wide range of career options from which to choose**
- **College graduates make up one-third of Ontario's labour force**
- **Colleges combine practical and theoretical learning**

## **WHO is college for?**

- **Someone who finds a success in a practical applied curriculum**
- **Someone who learns best from real life applications to his/her learning**
- **Someone who enjoys smaller classes and personal approach to instruction**
- **Someone who has specific career goals that require a college education**



# What is Apprenticeship?



**Apprenticeship is a form of post-secondary education in which:**

- **You earn while you learn**
- **85% of the learning takes place on the job taught one on one by a Journeyperson already certified in the trade**
- **15% of the learning will take place in apprenticeship courses traditionally taught at a local Community College**
- **The government pays 90% of your tuition**



# University



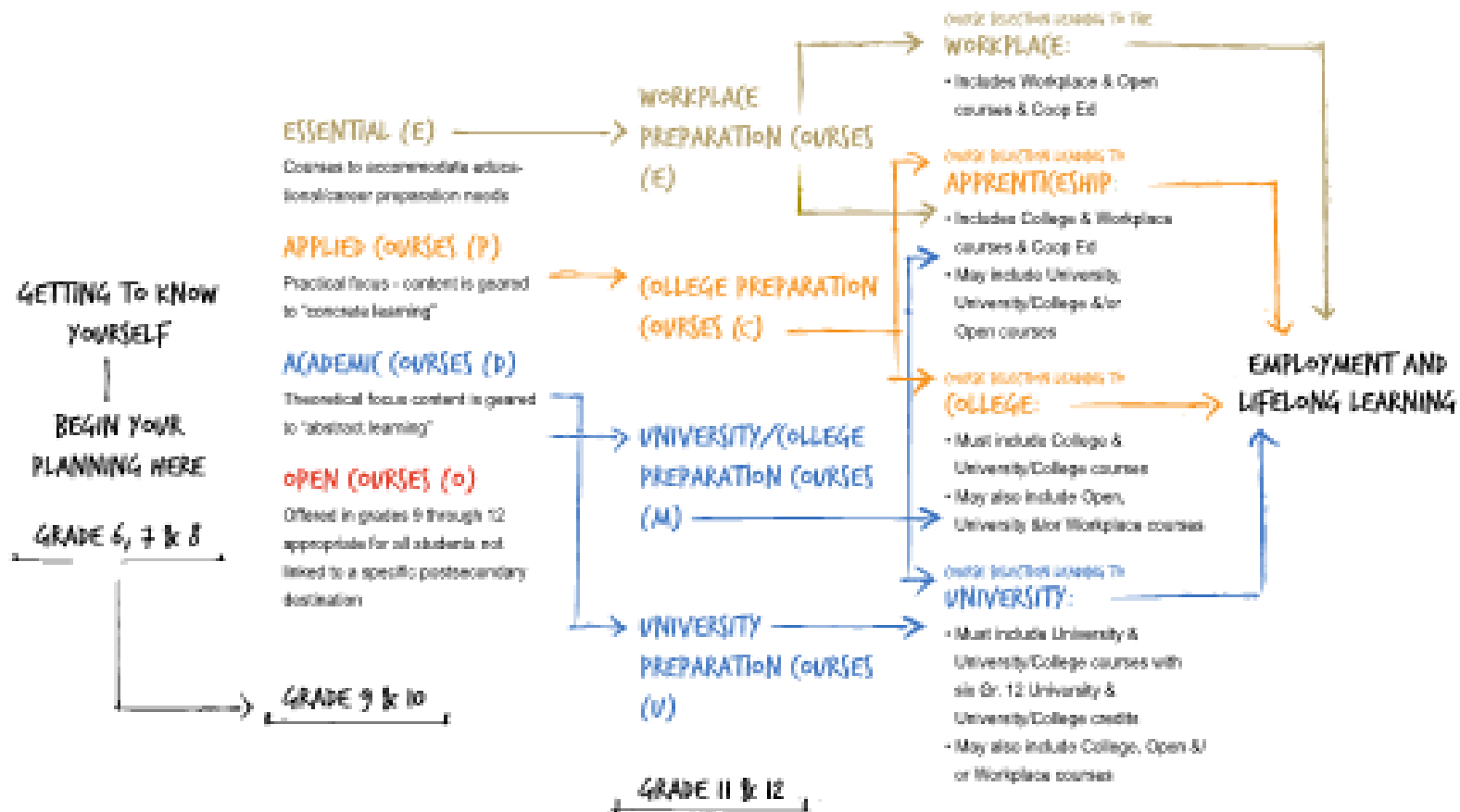
## **WHY might students choose the university pathway?**

- They have specific career goals that require a university education
- They have a passion for academic learning

## **WHO is university for?**

- Someone who enjoys abstract concepts associated with course materials and academic and theoretical learning
- Someone who is able to complete much of his/her course work independently





MY DESTINATIONS ARE:

- APPRENTICESHIP 
  COLLEGE 
  UNIVERSITY 
  WORK

POST SECONDARY DESTINATIONS

# Pathways Programs at HCDSB

## **CO-OP and SPECIALTY CO-OP**

- unique experiential learning opportunities

## **ONTARIO YOUTH APPRENTICESHIP**

- specific apprenticeship opportunities

## **INTERNATIONAL BACCALAUREATE (IB)**

for Grade 11 and 12 students. It is a globally recognized program that better prepares students for university.

## **SPECIALIST HIGH SKILLS MAJOR**

- sector focused for all pathways

## **DUAL CREDIT**

- opportunity to attain high school and college credits simultaneously

## **ADVANCED PLACEMENT (AP)**

- offer university-level content to students in secondary school.

# Community Pathways

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## Who is the community pathway for?

- Students with developmental disabilities when transitioning to adult-life.

## May entail:

- support at home
- community participation
- competitive employment
- post-secondary school (C.I.C.E)



## Community Pathways

A Guide to Navigating the Journey to Post -Secondary Pathways for Students with a Developmental Disability



## Post Secondary Planning for Students in Special Education

### 1. Family Transition Guide

- Appendices
- HCDSB Integrated Checklist
- Post Secondary Pathways for Students with Developmental Disabilities

### 2. Post-Secondary Transition Plans

- School to Community
- School to Apprenticeship/College/University
- School to Work

## Purpose of the Community Pathways Guide

To provide online access to the HCDSB Family Transition Guide.

To provide online access to Post-Secondary Pathways information for families with students in grades 7-12.

To provide families with information regarding community supports and resources.

To provide a basic overview of Creating Pathways to Success.




 Existing User

Your E-Mail Address

Your Password

**LOGIN** [Forgot your password?](#)

 New User

**CREATE ACCOUNT** ?

myBlueprint is the easiest way to plan your education and career

HOW IT WORKS

GETTING STARTED



With this program students are engaged in the process of setting goals, recording their activities and planning their future. - [Education Forum Review](#)



1 VISIT: [WWW.MYBLUEPRINT.CA](http://WWW.MYBLUEPRINT.CA)

2 ENTER ACTIVATION KEY

# Providing Parent Access to Their Child's MyBlueprint Account

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- Parents will need to connect to their child's MyBlueprint account to access the Community Pathways Guide.
- The access link will be shared after tonight's meeting. The link provides the instructions for this process.



# Thomas Merton Adult and Continuing Education Centre

## Next Steps and GROW

- programs provide individuals with developmental disabilities the opportunity to develop and enhance their employment, education and/or independence skills. Individual programs are developed based on student goals. Small group settings provide for individual attention.
- Students must be able to work independently, able to set and meet learning goals.

## GROW classes run Tuesdays and Thursdays-September – May.

Call to book an intake appointment. Spaces are limited.

- Location – 4250 Lakeshore Blvd, Burlington
- This is a non-credit, part-time program.

**CLASSES ARE FREE!!**

## Contact Information

- Tel: (905) 849-7555
- Fax:(905) 849-9937
- email: [o'brien@hcdsb.org](mailto:o'brien@hcdsb.org)

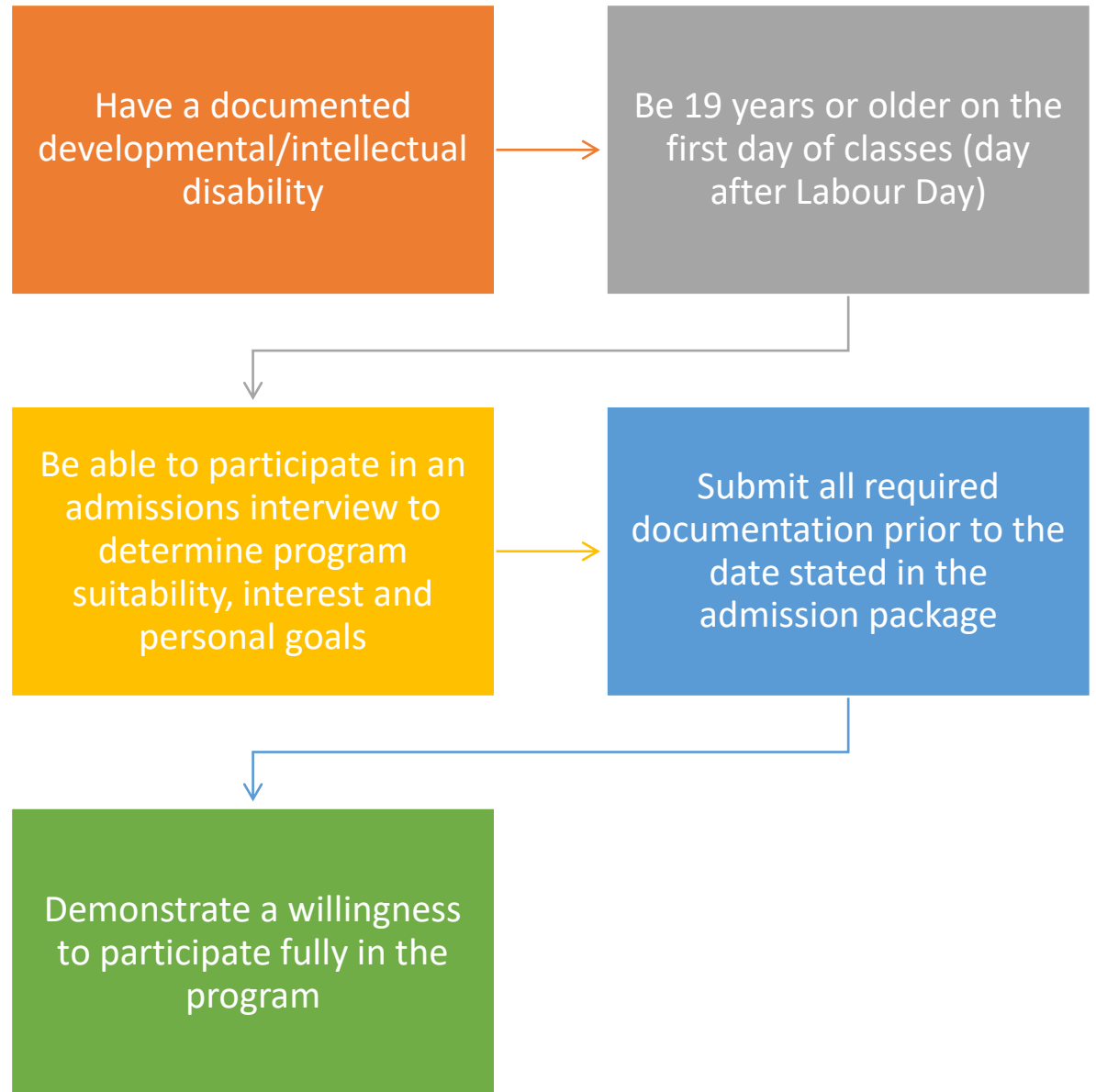
# Community Integration through Co-Op Education (C.I.C.E.)

Ontario College Certificate –Two-year program

This program offers students with intellectual disabilities and other significant learning challenges the opportunity to pursue a postsecondary education, prepare for success in entry level work, build independence and self-advocacy skills for adult life.



To be eligible for admission, students must:





## Project SEARCH

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We are excited to welcome Project SEARCH students to MDH! Meet our Project SEARCH 2021-2022 interns and teacher!

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Halton Catholic interns begin their Project Search journey with their first tour of the medical device reprocessing department.



# Transition to work program: Project SEARCH



- For our high school Project SEARCH program, the students need to be at least 18 years old to be considered for the program

## Project SEARCH Transition Model

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 high school.

It includes:

- Total workplace immersion at Milton District Hospital – 6 spots for Sept. 2021
- Classroom instruction by a Special Education teacher using Project SEARCH curriculum
- Three internship rotations supported by skills trainers
- Customized job-search assistance
- Goal of competitive employment



The first few weeks have focused on intern orientation, hands-on skills assessment, and familiarization with Milton District Hospital.

The internship experiences are identified through a continuous collaborative process involving the teacher, the skills trainers, and the business liaison.

The ongoing monitoring includes selecting intern tasks that are just right for the intern that provides a challenge to the intern's current level of performance and job analyses for each intern.



**Project SEARCH interns getting a tour of Medical  
Surgery where they will be supporting patients  
while they recover from surgery**



# Our Community Partners



- ❑ Provide parents with information about the community and programs and supports within their community
- ❑ Collaborate with families and schools to support transitions
- ❑ Connect individuals and their families with supports available in the community
- ❑ Work in collaboration with community businesses and organizations to create employment opportunities for students



# Research Community Partners



Community supports provide:

- 1) Support at home - Assisted living opportunities
- 2) Community Involvement-Volunteering
- 3) Day Programs - Classes and programs for social development
- 4) Employment - Supported employment setting



## Check out these events and sites to help with your child's Pathway Planning:

### COLLEGE MONDAYS



Ready to explore your future with Ontario community colleges? In four sessions, you will be able to meet with representatives from Ontario community colleges.

<https://www.ontariocolleges.ca/en/colleges/college-recruitment>

### You can learn more about Ontario's universities in several ways:

- Select the universities you would like to receive information from on the [Connect with Ontario's Universities form](#).
- Ontario universities continue to offer their own virtual events and tours, webinars, chats and more. To see upcoming university virtual offerings, visit the [Tours and Events section](#) on the Ontario Universities' Info (OUInfo) website.
- [OUInfo](#) is a great resource to learn more about the Ontario universities you're interested in. Find and compare Ontario university programs, and research residences, scholarships, admission requirements and more.

## SCHOLARSHIPS CANADA

<https://www.scholarshipscanada.com/>

## HALTON INDUSTRY EDUCATION COUNCIL

Apprenticesearch.com

<https://apprenticesearch.com/apprentices/app-basic-information>

**Ask your school's Guidance office for a schedule of when  
job/college/apprenticeship events/university visits are happening at your  
school!**



Achieving Believing Belonging

# Who can help support students In Secondary Schools



- Teachers
- Guidance counsellors
- SERTS
- Student Success Teachers

All caring adults in the school!





## What role can parents play?

Stay involved with your teen

Listen attentively

Ask questions

Be aware of opportunities and resources

Support and continue to build learning skills

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

Date: September 27, 2021  
 Time: 7:00 pm  
 Location: Microsoft Teams

Members Present	B. Agnew (Chair)	A. Louca-Ricci
	L. Anderson	M. Lourenco (Vice Chair)
	M. Arteaga	P. Moran
	R. Barreiro	R. Quesnel
	N. Guzzo	D. Rabenda
	D. Hotopeleanu	L. Rojas-Silva
	H. Karabela	S. Sweet
	J. Lim	T. Veale

Staff Present

- J. Acheson, Acting Chief Social Worker
- S. Balogh, Superintendent, Special Education Services
- G. Brown, Chief of Mental Health Programming
- 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 Commissioning of SEAC**

The meeting opened at 7:02 p.m. with a prayer led by the Chair and Superintendent Balogh.

**1.2 Approval of Agenda**

The following was added to the agenda:

11.2 Notice of Motion – Committee Code of Conduct for SEAC Members

**Moved by:** N. Guzzo

**Seconded by:** R. Barreiro

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

**1.3 Welcome Back**

The Chair welcomed SEAC members back after the summer break.

**2. Presentations**

**2.1 Speech and Language Presentation (D. Kollee)**

B. Agnew introduced D. Kollee, Chief Speech Language Pathologist, who provided an update on speech and language services. The presentation concluded with questions being answered. The presentation is included in the meeting package.

## 2.2 Summer Supports Presentation (J. Acheson, G. Brown, J. O'Reilly)

B. Agnew introduced J. Acheson, Acting Chief Social Worker, G. Brown, Chief of Mental Health Programming and J. O'Reilly, Special Education Coordinator, who presented on the Special Education Summer Learning Programs, Supports and Mental Health Supports. Staff concluded by answering questions. The presentation is included in the meeting package.

## 3. Action to be Taken

### 3.1 Minutes of the June 14, 2021 SEAC Meeting

*Moved by: P. Moran*

*Seconded by: S. Sweet*

**RESOLVED**, that the minutes of the June 14, 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 Business Arising from Previous Meetings chart was reviewed. M. Lourenco withdrew from writing the letter to the Ministry of Education regarding the Special Education Funding model. N. Guzzo, B. Agnew, R. Barreiro and L. Rojas-Silva volunteered to write the letter. S. Sweet offered to review the letter also. The volunteers will draft a letter and send to SEAC members for review.

A discussion occurred on item #1: SEAC sub-committees and SEAC's further involvement in Board Committees. Board Committees will be communicated to SEAC to invite participation where a representative from SEAC is required. A committee report back will be added to future SEAC agendas. There is representation from SEAC on the Equity Audit Committee. N. Guzzo will share the terms of reference and the scope from that committee with SEAC members which can also be found on the Board website under the August 10<sup>th</sup> Equity Audit Committee Meeting and the August 17<sup>th</sup> Special Board Meeting.

## 6. Special Education Board Policy Review (Chair)

There were no policies for review.

N. Guzzo will email the Policy Committee Work Plan that was included in the September 14, 2021 Policy Committee meeting package on the Board website. P. Daly also shared the link to the work plan in the meeting chat.

## 7. Action and Information Items

### 7.1 2021-2022 SEAC Agenda Calendar of Events (Chair)

The Chair shared the 2021-2022 Draft SEAC Calendar of Events with members and explained that it is a working document. Additions to the calendar can be emailed to the Chair and Vice Chair.

### 7.2 SEAC Goal Setting (Chair)

The Chair shared the SEAC Goal Setting Chart from the previous year and asked if members wanted to revise the chart or re-start a new chart. P. Moran suggested setting up one or two agreed upon goals, each with objectives and then review the status of the goals. P. Moran will create a proposal on setting up goals, measurements and time frames to bring back to SEAC. Time will be allocated to the next agenda to review the proposal.

### **7.3 2021-2022 PRO Grant Information (Chair)**

The Chair informed members that she received notification that SEAC will receive the Parent Reaching Out (PRO) Grant funds for the 2021-2022 school year and explained how the funds can be utilized for parent engagement. Members can send ideas on how to spend the funds to the Chair and Vice Chair. The chair asked if members would like to form a sub-committee and to let herself and the Vice Chair know.

## **8. Communications to SEAC**

### **8.1 Superintendent's Report**

S. Balogh provided updates on:

**The Right to Read Committee:** has launched a pilot study that will assess the effectiveness of the Reading Readiness Screening Tool (RRST) with a resource as a Tier 1 strategy for grade 1 teachers. The committee has completed 2 days of training for the RRST for the grade 1 teachers in two schools as well as the Itinerant Special Education Resource Teachers. The 21-week intervention will occur from Nov-April.

**SEA Trainers:** are back in schools and providing training to students on LEARNstyle technology training that supports Read & Write, Word, and One Note.

**Project SEARCH:** we are excited to welcome students to the Milton District Hospital for the 2021-2022 school year. The HCDSB student interns have begun their Project Search journey with orientation activities and tours of various departments within the hospital.

**Let's Go Fitness Program:** after a successful pilot program at three Secondary schools last spring, the program is set to expand to all Secondary Life Skills classes and to our specialized STC classrooms in the elementary panel this October. Thank you to Student Success for their help with supporting this initiative.

**FASD Awareness Day:** we had a successful celebration of FASD Awareness Day.

**Empower Training:** there was a two day Empower training provided by the trainers from Sick Kids Hospital. The goal is to continue to train additional staff and to expand schools that offer the program.

**New SERT CLC:** topics included creating an IEP, components of and using eLite, creating IPRC documents, understanding accommodations and modifications, IEP development and how to do a SEA claim.

**Electronic Forms:** almost all forms have been moved to an electronic process. Elementary and secondary SERTs, Department Heads, and Administrators have been trained on the new digital signature for electronic referrals and forms.

**Secondary Department Heads:** participated in professional development that included a presentation on the new destreamed math from Curriculum Consultants. Other topics included: SE1, SE17, IRP, Safety Plan Training in eLite, a Mental Health and Well Being MDT presentation, and School-Based Rehab Services.

**FASD Training:** launched an internal training & we supported all schools with release time this year to be able to have a staff member attend. In addition to full day sessions, several one-hour special topics in FASD sessions are being provided to staff the last Wednesday of each month.

**Safe Management Practical/Physical Training Sessions:** have been reinstated for Educational Assistants.

**New Relias Modules:** were released to our ITEAMS and our STC and Life Skills SETs. This training will be ongoing over the course of the school year and will be delivered in a combination of self-directed online learning modules and Behaviour Analysts led debriefs.

**Online Autism Training:** funds were received again this year from the Ministry of Education for courses which are run by Sonderley formerly know as Geneva.

Social Workers: have been assisting students and families with the transition back to school.

Child and Youth Counsellors: have supported students, staff and schools in the transition back to school supporting a mentally healthy return to school by providing resources, individual support and planning for Tier 1 program delivery. Roots of Empathy, MindUP, Healthy Transitions, Kelso Choice, Kids Have Stress Too, and Zones of Regulation are being delivered across the system.

Stop Now and Plan (SNAP) Program: will be expanding this year after piloting it in the spring in ten schools. SNAP is an evidenced program teaching emotional regulation and problem solving skills based on a CBT based model in collaboration with the Child Development Institute. The program can be adapted and delivered in specialized classrooms. Additional elementary CYCs will be trained in November including the CYC supporting the Virtual School. CYCs who were trained last year will be running the program in schools either in the fall or early in new year.

Mental Health Literacy in Action: four mental health lessons will be taught to all secondary students this school year. Student Mental Health in Action is a series of four 30-minute lessons. The lessons will be taught in religion classes and supported by school based CYC & Social Work staff. Training for the religion teachers will be in early October with a roll out to begin shortly after the training and will vary from school to school.

SafeTALK Training: will resume this year for staff. We will be offering three trainings by the end of December. SafeTALK is a half-day training program for staff that teaches participants to recognize and engage persons who might be having thoughts of suicide and to connect them with community resources trained in suicide intervention.

Budget Update: the budget passed at the end of June. Feedback was collected from SEAC and staff reviewed the feedback. Approval was received to add to the CYC and EA complement, an Itinerant SERT to focus on Gifted, Destream Math, Stem and French, IT support, Behaviour Analyst, and an ISERT DHH.

## **8.2 Trustee Reports**

N. Guzzo reported on:

Special Board Meeting June 29, 2021: addressed a motion on conduct during board meetings. A report was received, and the report can be viewed in the meeting package on the HCDSB website.

Special Board Meeting August 17, 2021: on the agenda was the Equity Audit Committee which focused on the terms of reference for the equity audit and its mandate. N. Guzzo will email the scope and the link to the meeting packages to members after the meeting.

Regular Board Meeting September 7, 2021: some of the motions that passed were Menstrual Equity, Data Collection, Indigenous Studies, Indigenous Equity and Human Rights Road Map, Elementary Community Classroom Expansion, and Senior Staff Updates.

Regular Board Meeting September 21, 2021: the two possible names for the Virtual Elementary School were submitted. The names St. Clare of Assisi Catholic Elementary School and Blessed Carlo Acutis Catholic Elementary School have been submitted to Bishop Douglas Crosby for his consideration. The following policies were approved Policy I-06 Delegation to the Board, Policy I-19 Occupational Health and Safety, Policy I-46 Correspondence to the Board of Trustees, Policy II-09 Opening and Closing Exercises, Policy III-15 Workplace Violence, Policy III-16 Workplace Discrimination and Harassment, and the HCDSB Procedural By-Laws were amended to include in-camera meetings to start at 6:30 pm and the Board meetings will start at 7:00 pm to 11:00 pm.

All information is available in the meeting packages on the HCDSB website.

M. Lourenco inquired about the Elementary Community Classroom motion coming to SEAC. N. Guzzo noted that it has not come back to the Board and once it has come back to the Board, she will make note that the inquiry was made for it to come back to SEAC.

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

S. Sweet provided an overview on upcoming LDAHH free parent workshops in October: Stress Management and How to Get an IEP That Really Works. Current programs were explained and are listed on the LDAHH website. New LDAHH initiatives were presented; SOAR Transition Skills and Pathways to Success. October is LD awareness month. The presentation and flyer are included in the meeting package.

**9. SEAC Discussion/Questions**

No questions were brought forward.

**10. Meeting Summary and Next Steps (Chair)**

Additional agenda items will be added to the upcoming agenda.

**11. Next Agenda (Chair)**

**11.1 Next Meeting: October 25, 2021**

**11.2 Notice of Motion - Committee Code of Conduct for SEAC Members (R. Barreiro)**

*WHEREAS* SEAC is a committee that is tasked with supporting children with exceptionalities.

*WHEREAS* the work that all members contribute reflect our respective groups mandate and serve as a vital role in the support/ recommendations that SEAC provides to the Halton Catholic District School Board for any child with exceptionalities.

*WHEREAS* the best way to accomplish this is to work collaboratively with all members of SEAC in a supportive and respectful approach that benefits all Students with Exceptionalities at the Halton Catholic District School Board, especially our vulnerable students.

*BE IT RESOLVED* that a review of the HCDSB's Code of Conduct for Committee members be completed by staff;

*BE IT FURTHER RESOLVED* that SEAC implement a membership guideline for etiquette and immediately obtain the verbal and written commitment of all members that they will conduct themselves professionally and with respect towards other members of SEAC at all times which will become "SEAC Membership Conduct;

*BE IT FURTHER RESOLVED* that proper protocol to ensure concerns about matters brought before SEAC are addressed by SEAC and not communicated or otherwise used by members of SEAC to besmirch, tarnish, bully, or harass other members or used for personal advancement and gain;

*BE IT FURTHER RESOLVED* that a written acknowledgement that all committee members are required to sign confirming they agree to abide by and comply with the Code of Conduct for Committee members.

**12. Adjournment**

**12.1 Resolution re Absentees (Chair)**

*Moved by: L. Rojas-Silva*

*Seconded by: P. Moran*

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

**12.2 Adjournment and Closing Prayer (Chair)****Moved by:** *D. Hotopeleanu***Seconded by:** *P. Moran***RESOLVED, that the meeting adjourn. CARRIED**

The meeting adjourned at 9:23 p.m. with a prayer led by the Chair.

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

## BUSINESS ARISING FROM PREVIOUS MEETINGS – October 25, 2021

<b>SEAC MEETING DATE</b>	<b>AGENDA ITEM</b>	<b>ACTION REQUIRED</b>	<b>RESPONSIBILITY</b>	<b>STATUS</b>
October 5, 2020	SEAC Discussion	Development of Sub-Committees	All	List of sub-committees provided at the October 25 <sup>th</sup> SEAC meeting.
October 26, 2020	Business Arising	Letter to the Ministry of Education regarding Special Education Funding model	B. Agnew, R. Barreiro, N. Guzzo, L. Rojas-Silva, S. Sweet	Pending
September 27, 2021	Business Arising	Committees will be communicated to SEAC when representation from SEAC is required.	S. Balogh/Chair	Added as a standing item to the agenda. List of committees provided at the October 25, 2021 SEAC meeting.



<b>Child Abuse and Protection of Students</b>	
<b>Adopted:</b> April 29, 1986	<b>Last Reviewed/Revised:</b> December 18, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-32 Child Abuse and Protection of Students Procedure</a>	

## Purpose

To ensure that employees and volunteers of the **Halton Catholic District School Board (HCDSB) Board** comply with the requirements of the Child, Youth and Family Services Act (2017) ~~January 2018~~ regarding all students under the age of 18 who are reasonably suspected of needing protection.

## Application and Scope

This policy applies to all employees and volunteers of the Halton Catholic District School Board.

## References

[Ministry of Children, Community and Social Services](#)

[Child, Youth and Family Services Act](#)

[Criminal Code of Canada](#)

[Halton Regional Police and School Board Protocol](#)

[Ontario College of Teachers](#)

[Ontario College of Teachers Act, 1996, S.O. 1996, c.12](#)

[Ontario College of Teachers Professional Advisory: Duty to Report](#)

[Teaching Profession Act](#)

[Education Act, R.S.O. 1990, c. E.2](#)

## Principles

- The Halton Catholic District School Board believes that all students are entitled to develop, mature and learn in respectful, safe and secure school, family, Church and community settings.
- The Halton Catholic District School Board recognizes the dignity of all students, volunteers and employees as children of a loving God.
- The protection of children and youth in Catholic schools is the primary responsibility of the **HCDSB Board** and is shared among ~~adult~~ employees, volunteers ~~parents~~, clergy, the Halton

Children's Aid Society, as well as related child and family services professionals and the community at large.

- The ~~HCDSB Board~~ recognizes the Halton Children's Aid Society's legislated mandate regarding the protection of children and youth in the Region of Halton.
- ~~HCDSB Board~~ employees act in support of the Mission Statement and Governing Values of the ~~HCDSB Board~~ when taking appropriate action under the Child, Youth and Family Services Act and Criminal Code of Canada in the best interest of students and their protection.
- The prevention of child abuse, and the protection of students, is motivated by a sense of Catholic social justice.
- All employees and the Administration of the ~~HCDSB Board~~ at all levels commit to building and maintaining an open, collaborative professional relationship with the Halton Children's Aid Society.
- The administration of the Halton Catholic District School Board recognizes the Halton Children's Aid Society and the Ministry of Community and Social Services among the authoritative resources for the in-service of ~~HCDSB Board~~ employees regarding the protection of children.

## Requirements

- The Child, Youth and Family Services Act and the Criminal Code of Canada supersede all other Acts, existing legislation or policies that govern ~~HCDSB Board~~ employees and volunteers in matters pertaining to child abuse and the protection of students.
- All elementary and secondary principals shall annually review the reporting requirements of this policy, and Administrative Procedure VI-32; in accordance with the Child Youth and Family Services Act (~~January 2018 (2017)~~) with all employees during a staff meeting in September of each new school year.
  - It is the responsibility of Human Resources Services that all newly hired school-based employees whether in full/part time, permanent, probationary, long term occasional and supply positions shall receive information on this policy/procedure and the Child, Youth and Family Services Act during new employee orientation activities and/or materials.
  - It is the responsibility of the Principal of the school that all volunteers shall receive information on this policy, the associated procedure, the reporting requirements of the Child, Youth and Family Services Act and the Halton Regional Police School Protocol during volunteer orientation at each school.
- All employees and volunteers shall comply with the reporting provisions of the Halton Regional Police & School ~~Board~~ Protocol, which describes a course of action developed in cooperation with the Halton Children's Aid Society and the Halton Regional Police Service.
- All employees making a report to the Halton Children's Aid Society must promptly ~~notify supply verbally to~~ the Principal of the information on which the report to Halton Children's Aid Society is being or has been made and complete the ~~Electronic Duty to Report to the Children's Aid~~



~~Society form Record of Report~~ to Children’s Aid Society and submit as required in *Administrative Procedure VI-32 Child Abuse and Protection of Students Procedure*

- The ~~HCDSB Board~~ also expects that teachers shall act in accordance with amendments to section 12.2 of the Teaching Profession Act which stipulates that a member [teacher] need not advise another member [another teacher] when making an adverse report ~~respecting of~~ suspected child abuse by another member.
- The Director of Education or designate shall report to the Ontario College of Teachers, any teacher currently or formerly employed by the ~~HCDSB Board~~ who:
  - has been charged with or convicted of sexual misconduct under the Criminal Code;
  - in addition to ~~the~~ above, and in the opinion of the ~~HCDSB Board~~, poses a risk of harm or injury; or
  - in the opinion of the ~~HCDSB Board~~, has engaged in conduct that should be reviewed by the Ontario College of Teachers (E. A. S. 170(1), para. 12.1)
- The ~~HCDSB Board~~, through its supervisory officers, shall monitor any criminal, quasi-criminal, legal, quasi-legal proceedings against any employee to ascertain if the available information arising from the proceedings is relevant to ongoing or pending disciplinary actions.
- ~~The Board’s Chief Social Worker shall establish and biannually review Administrative Procedure VI-32 Child Abuse and Protection of Students Procedure~~
- ~~Both Policy II-20 and Procedure VI-32 are reviewed annually by~~for administrators, teachers, other school-based staff and volunteers. ~~on Child Abuse and Child Abuse Prevention.~~
- On becoming aware that any employee or volunteer having direct contact with students has been charged with or convicted of an offence under the Criminal Code of Canada involving ~~c~~Child ~~a~~Abuse with any student or any Criminal Code of Canada offence which, in the opinion of the ~~HCDSB Board~~ indicates that students may be at risk, the Principal shall ensure that the employee or volunteer perform no duties involving contact with pupils, pending withdrawal of the charge, discharge following a preliminary inquiry, stay of the charge or acquittal, as the case may be.

APPROVED: Regular Meeting of the Board

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

The intent is to increase the communities' understanding of special needs students in our schools and to promote an all-inclusive Board and school population. The proposed non-academic award is opened to students from grades 1 to 12 demonstrating the spirit of inclusion, involvement in extra-curricular activities, school spirit, acts of friendship, etc. Teachers, support staff and student peers submit nominations. Each school is eligible to submit one nominated student to the selection committee for final judging.

#### **AWARD**

- Three students, one elementary, one secondary and one secondary alternative education, will be chosen each year

#### **ELIGIBILITY**

- Each student considered must be enrolled within the Board
- Each school is free to nominate one pupil each

#### **SELECTION CRITERIA:**

- May or may not be identified as an exceptional student
- Is a builder of school community
- Demonstrates a commitment to school activities
- Is involved in the spiritual life of the school
- Demonstrates excellent attitude and spirit in dealing with challenges
- Causes others to be valued and included
- Recognizes and values his / her schoolmates as unique individuals, each with a contribution to make to the community

#### **NAME**

- S.E.A.C. – *Spirit of Inclusion Award*.

#### **MOTTO**

- Where every success begins with "I can!"

#### **PRESENTATIONS**

- Three awards one to an elementary student, one to a secondary student and one to a secondary alternative education student
- Three small plaques for the student recipients
- Three large plaques for the recipients' schools
- Certificates awarded to all nominees
- Recognition for the three chosen recipients and school plaques will be presented to the principals at the SEAC meeting held every March
- Individual awards will be presented to the recipients at the annual *Student Awards of Excellence* ceremony held every April

Future changes and refinements to be reviewed – as the Special Education Advisory Committee (SEAC) deems necessary.

**Please submit to Special Education Services by December 17, 2021**

**NOMINATION:**

**Student Name:**

**Grade:**

**School:**

**Nominated By:**

**Principal's Name:**

**Principal's Signature:**

**CRITERIA:**

Please indicate how the student meets each criteria below.

- A. Student chosen may or may not be identified as an exceptional student
- B. Is a builder of school community
- C. Demonstrates a commitment to school activities
- D. Is involved in the spiritual life of the school;
- E. Demonstrates excellent attitude and spirit in dealing with challenges;
- F. Causes others to be valued and included;

- G. Recognizes and values his/her schoolmates as unique individuals, each with a contribution to make to the community.

**SUPPORTING DESCRIPTORS/BACKGROUND INFORMATION (Point Form):**

Include, if applicable, academic, school, social, medical diagnosis information pertinent to reason(s) for nomination.

**ANECDOTAL COMMENTS TO SUPPORT ABOVE:**



# SEAC Goals 2021/2022

OCTOBER 25 2021

# 2020/2021 Goals

ITEM NO.	ITEM	SUGGESTED ACTIONS	RESPONSIBILITY
1	Board Wide Special Education Parent Survey for all Exceptionalities	<ul style="list-style-type: none"> <li>Identify the purpose/intent of the survey and the data we want to collect and possibly embed a Special Education question in the strategic plan survey to parents.</li> <li>Communicate with Research Department. Provide input on question for the survey.</li> <li>Develop a Sub-Committee</li> </ul>	Sub-Committee
2	<p>Self assessment process on SEAC meetings to measure effectiveness of the meetings.</p> <p>Calendar for SEAC plans - <b>Complete</b></p>	<ul style="list-style-type: none"> <li>Process at end of meeting to see what is working and next steps. Set up a self assessment process for the committee.</li> <li>Set up a calendar that outlines every month what our plan is to see what is coming up and what to prepare. - Complete</li> <li>Do another start, stop and continue. Review of effectiveness of meetings - <b>Complete</b></li> <li>Identify one or two achievable goals that SEAC own or control. Specific with dates, an achievable plan and a report.</li> <li>Review SEAC goals and measure how did against the goals</li> <li>Create a matrix. Measure how we did each year against our goals.</li> <li>Set up a sub-committee.</li> </ul>	All SEAC Members



# 2020/21 Goals

3	Review the results of the PAAC on SEAC survey	<ul style="list-style-type: none"> <li>Review the results once they are received and then do a stop, start, continue. Review all comments and keep comment anonymous.</li> <li>Review PAAC on SEAC recommendation for agenda items.</li> </ul>	<b>Complete</b>
4	Community Engagement	<ul style="list-style-type: none"> <li>Bring back SEAC Soundbytes and promote on Twitter</li> <li>Each Association can provide an update</li> <li>Create a sub-committee for writers</li> </ul>	Sub-Committee/All SEAC <b>Complete</b>
5	Association Reports	<ul style="list-style-type: none"> <li>Associations could report on how different Associations are coping with COVID-19 and adapting (i.e.: online games, parties, activities, etc). Association representatives can share their experiences and goals.</li> </ul>	All
6	Information from Staff	<ul style="list-style-type: none"> <li>Gather requests for Staff Presentations</li> <li>Survey SEAC members on what presentations they would like to have from staff and what information they want in the presentation.</li> </ul>	Staff/SEAC Members <b>Complete</b>
7	SEAC Meetings	<ul style="list-style-type: none"> <li>Provide time in SEAC meetings to have working groups/discussions</li> </ul>	All SEAC Members

# Goals SEAC

- ▶ Goals are the **outcomes you intend to achieve**,
- ▶ Objectives are the **specific actions and measurable steps that you need to take to achieve a goal**.
- ▶ Goals and objectives work in tandem to achieve success. If you create goals without clear objectives, you run the risk of not accomplishing your goals.”

# SMART Goals

- **Specific:** Goals should be written in the most simplistic manner possible, honing in on one specific outcome. Without this core principle, you might find it hard to focus and, in the end, feel unmotivated.
- **Measurable:** Goals need to be measurable in such a way that tangible evidence can be presented along the way. It's fun to track your milestones! This can be as simple as setting a specific date for your achievement.
- **Achievable:** Goals should be designed like a good workout. They should stretch you slightly, so you feel challenged, but not cause stress.
- **Relevant:** It's important to examine your goal. Make sure it's relevant and realistic.
- **Time-bound:** Goals should be linked to a timeframe that creates a practical sense of urgency, creating a healthy tension that will propel you forward.

# Next Steps

- ▶ Associations to send input on goals to Paul Moran by November 8
- ▶ Set up a sub-committee
- ▶ Input to be consolidated into SMART Goals and Objectives .
- ▶ Goals and Objectives to be discussed, finalized and prioritized with sub-committee and presented at future SEAC meeting
- ▶ Status of goals to be discussed as needed at SEAC meetings

## **Notice of Motion - Committee Code of Conduct for SEAC Members**

*WHEREAS* SEAC is a committee that is tasked with supporting children with exceptionalities.

*WHEREAS* the work that all members contribute reflect our respective groups mandate and serve as a vital role in the support/ recommendations that SEAC provides to the Halton Catholic District School Board for any child with exceptionalities.

*WHEREAS* the best way to accomplish this is to work collaboratively with all members of SEAC in a supportive and respectful approach that benefits all Students with Exceptionalities at the Halton Catholic District School Board, especially our vulnerable students.

*BE IT RESOLVED* that a review of the HCDSB's Code of Conduct for Committee members be completed by staff;

*BE IT FURTHER RESOLVED* that SEAC implement a membership guideline for etiquette and immediately obtain the verbal and written commitment of all members that they will conduct themselves professionally and with respect towards other members of SEAC at all times which will become "SEAC Membership Conduct;

*BE IT FURTHER RESOLVED* that proper protocol to ensure concerns about matters brought before SEAC are addressed by SEAC and not communicated or otherwise used by members of SEAC to besmirch, tarnish, bully, or harass other members or used for personal advancement and gain;

*BE IT FURTHER RESOLVED* that a written acknowledgement that all committee members are required to sign confirming they agree to abide by and comply with the Code of Conduct for Committee members.



## **2021-2022 Committees**

### **SEAC Sub-Committees**

Spirit of Inclusion  
Transitions  
Special Education Plan

### **Board Committees**

Mental Health & Well Being Advisory & Steering Committee - OPEN  
Destreaming (M. Lourenco)  
STEM (N. Guzzo & M. Lourenco)  
Equity Audit (B. Agnew)  
Equity and Inclusion (B. Agnew)

### **Summer Committees**

Mental Health and Well-Being Committee  
Re-engaging our Catholic Community  
Meeting the Needs of All Learners  
Maintaining Safe and Healthy Schools



Expansion of Elementary Community Classrooms	<b>Item 9.3</b>
Tuesday, October 19, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

### Purpose

At the September 16, 2021, Special Board Meeting, a motion was moved by Trustee Agnew, seconded by Trustee Duarte, and passed, directing staff to bring a report to the Board of Trustees on how the Elementary Community Living Class can be expanded to include more sites and more students.

*WHEREAS there is a continued demand to meet the needs of some of our special education learners, who have complex needs;*

*WHEREAS the Halton Catholic District School Board currently only has one Community Classroom for elementary students;*

*WHEREAS the capacity limits for the classroom are low and turnover is low, thereby limiting access to the classroom and;*

*WHEREAS the Community Classroom is currently housed in Oakville;*

*BE IT RESOLVED that the Director of Education direct staff to bring a report to the Board of Trustees for the October 19, 2021 Board Meeting, outlining how this program can be expanded to include more sites and more students.*

### Background Information

The Community Living Class (CLC) is for students with mixed exceptionalities, and there is currently one special education classroom that serves elementary students, from Kindergarten to Grade 8, identified as Exceptional: Multiple and/or Intellectual: Developmental Disability.

Through an IPRC determination, students who would most benefit from a special education full-time placement are considered for the Community Living Class. This class accommodates students who are in need of medical and personal care, and in some cases, nursing support. The class has a capacity of 6 students and is staffed by a qualified special education teacher. The class capacity and staffing requirements are in compliance with the guidelines established by the Ministry of Education.

The CLC initially began at St. Gabriel CES in Burlington in 2001 and collapsed due to low enrollment around 2008. The CLC in Oakville began at St. James CES in 2003 and moved to the current location at St. Teresa of Calcutta CES in 2018.



## Comments

### **Class Composition**

Currently, at St. Teresa of Calcutta CES, half (3) of the class is comprised of students from Milton, and the balance of the students are from Burlington and Oakville. Based on information provided by special education and school-based staff, there are approximately nine potential students who would be suitable candidates for the CLC, of which the majority (6) reside in Milton. With that said, actual interest from families is yet to be confirmed.

### **Location Options**

This section outlines potential locations, based on current enrollment forecast data:

St. Christopher CES, Burlington, currently has available interior school space for the CLC, and no portable classrooms would be required.

St. Catherine of Alexandria CES, Georgetown, currently has no available interior school space and would require two portable classrooms.

St. Peter CES, Lumen Christi CES and Our Lady of Fatima CES, all in Milton, have no available interior school space and would require two portable classrooms.

St. Teresa of Calcutta CES, Oakville, is the current program location. Space for a second CLC that meets the requirements is currently available within the school.

### **Facility Accommodation Costs**

Facility accommodation costs are comprised of various components, including construction, furniture and equipment, and temporary accommodations.

**Construction** costs would be similar at all new sites in Burlington, Milton, and Halton Hills and are estimated to be approximately \$400,000. The construction includes the restructuring of two existing classrooms into a single suite.

**Furniture and equipment** costs would be similar at all new sites, estimated at approximately \$100,000. A second class in Oakville at St. Teresa of Calcutta CES would involve furniture and equipment costs of approximately \$50,000 due to the established and shared space.

Specialized classroom requirements include the following:

- Accessible washroom equipped with a shower
- Washer and dryer
- Sensory room
- Darkroom for vision therapy
- Wheelchair storage space
- Nurses' station
- Curtained medical beds (at least 2) with a handwashing station
- Ceiling mounted, track-based patient lift and adjustable LED lighting
- Kitchen space (microwave, sink, fridge for storage of medication)
- Storage space (drawers for each student with locked compartments)





- All the lights in rooms have dimmers with at least three different zones (with light filters)
- Tracking for a lift in the sensory room
- Exercise area (gym mats on the floor)
- Smartboard
- Parking lot changes (more space than for wheelchairs and equipment)

**Temporary accommodation** costs for portable classroom installation would be required in Halton Hills and Milton. These costs are estimated at approximately \$100,000 for portable classroom installation and an annual cost of \$40,000 for the lease of two portable classrooms.

**Transportation**

All the students in the CLC are provided special education transportation while attending a specialized special education class. In consultation with Halton Student Transportation Services (HSTS) the calculated transportation cost is \$60,000 per year and is based on a single minibus, per run, per region. The total cost would be dependent upon student enrollment, location of classroom and the homeschool of the student(s).

**Personnel Supports**

The CLC is taught by one Special Education Teacher (SET) and supported by Educational Assistant(s) (EAs). EAs are typically allocated through the homeschool.

**Table 1: Summary of Proposed Budget Costs by Location**

<b>Cost</b>	<b>St. Christopher CES Burlington</b>	<b>St. Catherine of Alexandria CES Georgetown</b>	<b>Our Lady of Fatima CES St. Peter CES Lumen Christi CES Milton</b>	<b>St. Teresa of Calcutta CES Oakville</b>
Transportation	\$60,000 per run per region	\$60,000 per run per region	\$60,000 per run per region	\$60,000 per run per region
Portable Classrooms	N/A	\$100,000 initial cost plus \$40,000 annually	\$100,000 initial cost plus \$40,000 annually	N/A
Furniture & Equipment	\$100,000	\$100,000	\$100,000	\$50,00
Construction	\$400,000	\$400,000	\$400,000	N/A
Estimated Teacher Salaries (benefits Included)	\$120,000	\$120,000	\$120,000	\$120,000
<b>TOTAL COST PER SITE</b>	<b>\$680,000</b>	<b>\$820,000</b>	<b>\$820,000</b>	<b>\$230,000</b>



## Conclusion

The purpose of this report is to address how the Community Living Class can be expanded to include more sites and students. This can be achieved by either opening a class at a new school site or by adding a second class at the current St. Teresa of Calcutta CES location.

In both cases, the expansion and sustainability of the Community Living Class are determined by parent interest in the class and subsequent student enrollment.

Based on the students returning to the CLC in September 2022 and potentially new students that would be eligible, 7 of the 14 are from Milton, and the balance of students are dispersed between Burlington (3) and Oakville (4).

Recommendations for a site location would include Oakville or Milton. The addition of a second class at St. Teresa of Calcutta CES, would allow flexibility to have one or two classes as needed, with less impact on a school. In addition, as seen at other sites that have specialized classes, having two classrooms at the same school supports teacher collaboration and optimal use of special education service support, as well as community agencies that assist students. Having a Milton school site for the CLC would support the large number of potential students from this municipality.

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### Report Approved by:

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