

**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**  
**Thursday, September 19, 2019, 6:30 P.M.**

A meeting of the Special Education Advisory Committee was held this date in the Education Centre, 400 Taunton Road East, Whitby.

**ROLL CALL:**

Claudine Burrell, Autism Ontario – Durham Chapter  
Craig Cameron, Member At Large  
Tara Culley, Durham Down Syndrome Association  
Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders  
Rowin Jarvis, Learning Disabilities Association of Durham Region  
Kathy Kedey, VOICE for Deaf and Hard of Hearing Children (left at 7:40 p.m.)  
Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)  
Carolyn McLennon, Member At Large  
Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley  
Special Education Officer Kyla McKee

Recording Secretary: Diane Kent

**1. Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 p.m.

**2. Welcome Guests:**

SEAC Chair Eva Kyriakides welcomed special guests: Jack Barclay, Elementary Representative; Michelle Monk and Russ Davidson, Secondary Representatives; Heather Mundy, Superintendent of Education and Arlene Wang, Student Trustee.

SEAC Chair Eva Kyriakides advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. **Regrets:**

Regrets:

- Trustee Christine Thatcher

4. **Approval of Agenda:**

That the agenda for September 19, 2019 be approved.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

5. **Approval of the Minutes from June 13, 2019:**

That the minutes from June 13, 2019 be approved.

MOVED BY: Tara Culley

SECONDED BY: Claudine Burrell

CARRIED

6. **Inclusive Student Services Report – September 2019:**

**Inclusive Student Services**

The 2019-2020 school year has started with our department focused on service goals aligning with the DDSB Priorities. We will be sharing information within the Administrative Report to SEAC this month.

DDSB is a growth enrolment board. This month, our schools have welcomed students returning as well as many newly registered students. Our team works closely with schools and other departments, such as transportation, to support transitions and start up across the system.



**6. Inclusive Student Services Report – September 2019 (cont'd)**

**Clinical Assessments – Ministry of Education Funded Project – Summer 2019**

The Ministry of Education provided DSBs with one-time funding for Special Education Professional Assessments to “address waitlists and wait times for students with special education needs requiring professional assessments.” The expected outcomes of this initiative were outlined as:

- Improve the educational outcomes for students with special education needs by supporting timely access to professional assessments;
- Reduce the number of students currently on a waitlist or waiting for a professional assessment;
- Better manage the allocation of professionals completing assessments through better data collection and record management;
- Improve practices related to the assignment of professionals to complete assessments; and/or
- Improve early intervention support to reduce the number of required professional assessments.

*Reference: Ministry of Ed, Project Plan B2: Special Education Professional Assessments*

The DDSB actioned a three-part plan:

- 1) Development of a tracking mechanism (form within PowerTPM) to track assessment recommendations, process and reporting (2% of received funding)
- 2) Acquisition of additional testing materials enabled both expansion of the type of tools accessible to DDSB clinicians and increased the number of tools available to reduce assessment wait times by increasing clinician access to tools. (36% of received funding)
- 3) Engage in a process of analysis of need and then execute a summer assessment schedule for both Speech Language and Psychological Assessments. (62% of received funding)

With appreciation to members of our Psychological Services and Speech Language teams, 107 clinical assessments were completed over the summer.

**DDSB Welcome Back BBQ**



This annual event celebrates “**Back to Learning**” with families and community partners from across the region. This year saw another tremendous participation rate and the smiles were glowing. Many thanks to Eva and Tara for hosting the SEAC booth for the many connections made with families in attendance.

**September 2019 Team Highlight: Inclusive Student Services Clerical Team**

Within our department report each month, we will be highlighting the services of a team or role within the Inclusive Student Services department. Here is how our clerical team supports students programming and the team:

**As a large service orientated team, we deeply appreciate the work of our clerical team.**

**6. Inclusive Student Services Report – September 2019 (cont'd)**

The work of Inclusive Student Services has an annual budget (2019-2020) of \$119 million. This includes approved funding at \$3.3 million above the funded envelope. With an emphasis on direct student support, 97% of the budget is allocated to staffing (salaries and benefits) for groups including: SERTs, Special Education Class Teachers, Educational Assistants, and Professional Support Services Personnel (PSSP). The supply coverage costing for the above staff are also accounted for. In addition, \$2.6 million is enveloped for Specialized Equipment Allocation.

The Inclusive Student Services clerical team support communication with families, facilitate support to all team members in the department (calendars, team meeting organization), ensure SEA (Specialize Equipment Allocation) equipment is ordered and received in a timely manner, and tracks the confidential, individual student based information related to consents, IPRCs and other service related documentation.

Some specific examples from the work of the team:

- Connect with families calling the Education Centre for information or connection with service professionals
- SEA Tech and Non-Tech – receive requests and prepare appropriate documentation to fulfill the requests put forward by service professionals in order to enhance the learning of our special education students
- Administrative organization to facilitate the startup of the Gifted Testing Process
- Administrative organization to facilitate the startup BMS training courses for staff who interact with our special education students
- Preparing the master caseload document for use by service professionals across all Inclusive Student Services departments
- Preparing accurate caseload assignment documents for individual service professionals.
- Executing the approved PD Calendar which provides training by members of the Inclusive Student Services team as well as for members of our team.
- All members of the clerical team, one capacity or another, assist with the onboarding of new staff
- On-going confidential document management (includes scanning and purging) while adhering to a strict retention schedule and fulfilling special requests as required
- Monitor changes at the schools of key staff (SERTs and Spec Ed Department Heads) and updating important distribution lists accessed by many within the department
- Update and ensure timely PowerTPM access is provided for new staff (SERTs and ISS staff)

**Speech Language Pathology (SLP)/Hearing Services**

The Speech-Language and Hearing teams are getting the year started by collaborating with school teams and families to help students have a smooth transition back to school. In partnership with the educational audiologist, the hearing resource teachers are setting up amplification devices and systems to maximize students' communication access. Speech-language pathologists are identifying the priorities for communication and transition needs within schools, focusing on students who have autism and other complex profiles.

**6. Inclusive Student Services Report – September 2019 (cont'd)**

**Speech Language Pathology (SLP)/Hearing Services (cont'd)**

ASL interpreters and deaf-blind intervenors providing direct support are building relationships with students and partnering with classroom educators to foster inclusive school relationships and environments. We are all excited and enthusiastic about this school year!

**Psychological Services**

Psychological Services staff returned to work to continue fulfilling their commitment to the Operational Goals of the DDSB and, therein, their five service functions of: assessment, consultation, direct service, crisis response and capacity building.

Psychological Services started the year with four new staff members who have come to the DDSB with excellent skills in applied behaviour analysis, as well as other essential clinical skills.

Many Psychological Services staff began the school year by assisting schools in supporting the transitions of students with various and complex learning, developmental, social and behavioral needs, both within DDSB classrooms and in partnership with our community service providers.

Most Psychological Services staff have spent time getting re-certified as BMS trainers; they will work toward supporting the revised model of staff training in non-violent crisis intervention.

Along with the latter, Psychological Services staff have set priorities in supporting system Capacity Building in suicide risk assessment, mental health first aid and violence/threat risk assessment. Staff also will be working to re-visit the DDSB document, Standards and Guidelines for the Use of Behavioural Procedures, by using the D2L format to update the 'essentials' of these guidelines for DDSB staff.

Staff will be working within an integrated framework to formulate an Educator's *Guide to Understanding and Programming for Students with Learning Disabilities*, again using the D2L platform.

Finally, Psychological Services providing services in high schools will be piloting a new structure of service provision, with key emphasis on accountability and attuned mental health supports.

Staff are looking forward to another productive year in service to students!

**6. Inclusive Student Services Report – September 2019 (cont'd)**

**Social Work/Attendance**

The Social Work team members have been connecting with their schools as the new year unfolds. Social Workers are connecting with school teams to support successful transitions for children and youth, and to develop plans to meet the unique needs of our students. This year, the team is focusing on improved data collection to better understand who we serve and how we can enhance our services. We are also looking at developing and revising many group interventions that can be delivered in schools depending on student need and school goals. Other initiatives include revising the Social Work Service model to align with the Framework for School Social Work in Ontario, and developing an Attendance Strategy to enhance student success and well-being.

This year, the team welcomes three new social workers who bring a variety of life and professional experiences. We look forward to an exciting and impactful school year.

**Upcoming Professional Development Opportunities**

Upcoming Learning Opportunities	
PowerTPM - Inclusive Student Services Staff	September 10, 2019
SERT Capacity Building	September 12, 2019
Developmental Class Teacher Capacity Building (Part 1 of 4)	September 24, 2019
PowerTPM - Refresher and New to SERT Role	September 24, 2019
Teachers New to Teaching Students with Hearing Loss	October 9, 2019

**Inclusive Student Services Support to New SERTs**

Special Education Facilitators Darlene Bain and Randi-Lea Micklewright provided SEAC members with a PowerPoint that highlighted Inclusive Student Services Support to New SERTs. The following highlights were shared with committee members:

In total there are 188.8 FTE in the SERT/Special Education Head Role in the DDSB. Approximately 31 of those are new to the SERT/Special Education Head role in 2019/2020. In the 2019/2020 school year, there were approximately 40 new SERTs to the role. With the complexity of the responsibilities of the SERT, it takes time to master the roles and responsibilities. Our goal is to support those in the early stages of the role.

6. **Inclusive Student Services Report – September 2019 (cont'd)**

**Inclusive Student Services Support to New SERTs (cont'd)**

Already this year, the Inclusive Student Services Department has supported new SERTs by offering our New to SERT workshop in our Summer Institute sessions. Twenty new SERTs attended this two-day workshop to learn about the intricacies of the role. It was important to make early connections with these vital staff to some of our most complex students.

We will be offering Mentor/Mentee supports in the coming weeks to foster relationships and networks in order to support SERTs in the early years of the role. We appreciate experienced SERTs taking the time to share their expertise.

Our first SERT Capacity Building Session was on September 12th, and was attended by 189 SERTs in the system. The structure of our SERT Capacity Sessions are such that SERTs can self-direct their PD by choosing break out sessions that best fit their learning needs. New this year, we are offering a break out session specifically for new SERTs to address their specific questions and to guide their priorities at different times of the year.

The *Heart of Coaching* Resource has been distributed to New SERTs. This is a resource that was shared to the system two years ago and is relevant to the coaching and leadership role that SERTs have in building capacity in their schools.

Specific training was provided by our Inclusive Technology team to our new SERTs on Sept 10th and again on Sept 24th on PowerTPM, our database that collects and organizes our IPRC and IEP data.

Finally, on September 20th, PD will be provided for our teachers and SERTs new to supporting gifted learners.

7. **Presentation:**

**Ignite Accessibility**

Superintendent Heather Mundy provided SEAC members with a PowerPoint and hand-out information on the DDSB's Ignite Accessibility – Multi-Year Accessibility Plan 2019-2021. The PowerPoint presentation also highlighted the Ignite Accessibility Annual Status Report and the DDSB Accessibility Guide. Superintendent Mundy also mentioned that the DDSB's Accessibility for Everyone campaign will commence on Monday, September 23, 2019. Superintendent Heather Mundy also answered questions of committee members.

Trustee Donna Edwards informed SEAC members that the Accessibility for Ontarians with Disabilities Act (AODA) Alliance is making public a draft Framework for what the promised Education Accessibility Standard should include for students in schools between kindergarten and Grade 12. Trustee Edwards will forward the draft document for committee members to review and provide feedback.

**8 a). Business Arising from the Minutes:**

- Update: SEAC Self-Advocacy Event

Rowin Jarvis from Learning Disabilities Association of Durham Region will make inquiries regarding the availability of a guest speaker for the event. Once the speaker has been confirmed that will then decide the date. Currently looking at the last week of October or first week of November. The location will be a centrally located secondary school. A face to face or teleconference meeting was offered to SEAC members to finalize details.

**8 b). Scheduled Discussion Period:**

The open discussion period was used to discuss the following topic:

- SEAC 2019-2020 Goals & Action Items

SEAC members participated in an interactive activity of speaking with each other in two circles (inside/outside) to discuss three topics with three different partners. The topics of discussion were:

- What are you passionate about in supporting families in Durham
- What is one big question that you have for this year?
- What does success for SEAC at the end of the year look like to you?

These discussions helped committee members identify goals and track successes.

**9. Reports:**

**Administration:**

**Superintendent Andrea McAuley**

Director's Welcome Back Video

Director Lisa Millar's Welcome Back and Direction Setting Video was shared with SEAC members.

Focus on Deep Learning

- Fundamentally transforming teaching and learning in classrooms and schools
- Placing teaching and learning at the center of the work
- Stay the course, but change the execution with a special focus on Learning is the Work
- A focus on proportional outcomes for all students

Inclusive Student Services – Service In, Service Out

- 2019-2020 school year, opportunity to revamp the delivery service model
- Leadership Team looking after individuals within the department by offering professional development in secondary trauma training

**9. Reports: (cont'd)**

**Superintendent Andrea McAuley (cont'd)**

Implementing the Ignite Learning Priorities

For our DDSB Students and Staff

<p><b>SUCCESS</b> Gap Closing and Interventions for Students with Learning Disabilities (LD) Differentiating Programming to Support Students with Autism</p>	<p><b>EQUITY</b> Integrated Transition Planning for Youth with Developmental Disabilities Early Intervention and Assessment</p>
<p><b>WELL-BEING</b> Reduce Student Persistent Absence Rates Secondary Trauma Training</p>	<p><b>ENGAGEMENT</b> SEAC Community Presence and Engagement Secondary Student Voice – Inclusive Programming</p>
<p><b>LEADERSHIP</b> Inclusive Student Services Professional Development and Leadership Deepen School Administrator skills for Leadership of Inclusive Programming Behaviour Management Systems Training for Administrators</p>	<p><b>INNOVATION</b> Educational Assistant Device Program and eLearning Focus Create on-line professional development modules with focus on differentiated programming 2019/2020 Focus –Students with 1) Learning Disabilities 2) Autism</p>

Other Department Initiatives Supporting the Six Priorities:

- Professional Clinical Assessments
- Kindergarten EA Transitional Pilot
- Secondary Trauma Training
- Friday Forums
- Children and Youth in Need of Protection
- Special Education Services School Support Plans

Revised: Supporting Many Paths to Success

*This is a revision of document previously titled, “Pathway to IPRC”.*

Revisions reflected in this document include:

- Emphasis on early intervention, assessment, ongoing program monitoring and revision; aligning with the Ontario Human Rights Commission, “*Policy on accessible education for students with disabilities*” (March 2018)
- Shift to asset based language
- Consultation with appropriate community partners

This document was shared at the SERT Capacity Building that was held on September 12, 2019.

**9. Reports: (cont'd)**

**Board:**

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on the Engagement Strategic Plan and Ignite Learning Operational Goals for 2019/2020. They also received information on the revised Health and Physical Education Curriculum; Capital Priorities and the Draft Accommodation Plan: Trends, Issues and Future Opportunities 2019-2023 at the Board Meeting on Monday, September 16, 2019.

**10. Association Reports:**

Autism Ontario – Durham Chapter

The Autism Ontario – Durham Chapter is encouraging individuals, families, businesses and community service providers to submit their ideas for Social Learning Opportunities (SLO). They are designed for children and youth with ASD 18 years of age and younger, their families and caregivers. Autism Ontario Durham Chapter can assist with subsidizing events.

Learning Disabilities Association of Durham Region (LDADR)

The Learning Disabilities Association of Durham Region (LDADR) will be hosting a presentation on “Improving the Odds: Implementing the IEP” on Thursday, September 26, 2019 from 7:30 p.m. to 9:00 p.m. The LDADR Annual General Meeting for members will take place from 7:00 – 7:30 p.m. prior to the presentation at the Brooklin Community Centre.

**11. Correspondence/Attachments:**

- Greater Essex County DSB
- Hastings and Prince Edward DSB

**12. Questions and Comments:**

Discussions took place regarding correspondence writing to the Ministry and if there was a more effective approach. The Minister’s Advisory Council on Special Education (MACSE) was another course of action as this committee makes recommendations directly to the Minister of Education. It was agreed upon to place MACSE on the October SEAC agenda, under item # 8 b) Scheduled Discussion Period for further idea sharing.

**13. Celebrations and Success:**

Tara Culley participated and completed the “Tuff Mudder” endurance obstacle course race that was held on September 14 – 15, 2019 in Toronto.

Eva Kyriakides, younger daughter has joined the Improv Club at high school and her older daughter has set her academic accommodations with Student Accessibility Services at the University of Guelph.

**14. Next S.E.A.C. meeting – October 17, 2019 in Room 2020.**

**15. Adjournment:**

That the meeting does now adjourn at 8:30 p.m.

MOVED BY: Tara Culley

SECONDED BY: Trustee Donna Edwards

CARRIED

Report respectfully submitted by:  
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
To seek guest speaker for Self-Advocacy Event.	SEAC Member Rowin Jarvis	By next SEAC meeting.
Inside/Out Activity – Question #2, “What is one big question that you have for this year?” Responses to be shared/e-mail to SEAC Chair Eva Kyriakides.	SEAC Committee Members	By next SEAC meeting.
Review and provide feedback of the AODA Alliance’s Draft Framework for the K-12 Education Accessibility Standard to Trustee Donna Edwards.	SEAC Committee Members	By next SEAC meeting.
MACSE – October SEAC Agenda – Scheduled Discussion Period.	Administrative Assistant Diane Kent	By next SEAC meeting