

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, November 21, 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 (left at 8:10 p.m.)
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
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
Chief of Psychological Services Steve Graffi

Recording Secretary: Diane Kent

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:34 p.m.

2. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Jack Barclay Elementary Representative, Russ Davidson Secondary Representative, Arlene Wang and Sally Meseret, Student Trustees.

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:

- Claudine Burrell, Autism Ontario – Durham Chapter
- Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
- Hanah Nguyen, Easter Seals Ontario
- Christine Thatcher, Trustee

4. Approval of Agenda:

That the agenda for November 21, 2019 be amended to add an additional presentation, “OSTA-AECO's Vision Document and eLearning Report” under Item 7).

MOVED BY: Tara Culley

SECONDED BY: Rowin Jarvis

CARRIED

5. Approval of the Minutes from October 17, 2019:

That the minutes from October 17, 2019 be approved.

MOVED BY: Tara Culley

SECONDED BY: Carolyn McLennon

CARRIED

6. Inclusive Student Services Report – November 2019:

Inclusive Student Services

Inclusive Student Services team members collaborate to support success and well-being for students with special education and/or mental health needs. Partners, internal to the DDSB and within the broader community are essential. Highlights of collaboration this month include:

- Grove CTCC (Care, Treatment, Custody and Corrections) programming in partnership with twelve community partners
- Work with Grandview Children’s Center, and five other DSBs, on the revisions to School Based Rehabilitation Services
- Work with the Durham Region Health Department - Infant and Child Development on entry to school supports for children
- Partnerships with Lakeridge Health to support students with addictions needs

6. Inclusive Student Services Report – November 2019: (cont'd)

Supporting professional learning is an important foundation to our work as well. Friday November 15th was a system PD Day across Durham Region and the department team was active in the provision of learning for secondary teachers as well as Educational Assistants across the system. We look forward to sharing some of the feedback from these sessions next month.

Please join us in celebrating the immense contribution of Education Assistants. November 20th is Educational Assistant Appreciation Day in both the DCDSB as well as the DDSB. A compilation of highlights of how schools recognize the valuable role EAs have in supporting student growth and success will be shared with SEAC during our November meeting.

Thank you for your continued support.



Team Highlight: Work Experience Coordinator

The Work Education Coordinator plays an integral role in the work education experiences for students with special education needs in the DDSB. This work involves facilitating and coordinating the Special Education Work Education program for the entire school board to help students develop skills and gain experience in a constructive working environment. As part of this work, the Work Education Coordinator:

- directly supports the Portable Packaging work experience and monitors our two shredding sites which provide work experience within the DDSB
- assists with ensuring all necessary paperwork has been accurately filled out, supports teachers with establishing work education placements
- recruits new employers willing to offer additional placements
- arranges for transportation and supports the Transition to Work Program for their placement and transportation needs
- provides on-going support and professional development with job coaching training and the development of professional resources for the staff that support work education opportunities within the DDSB

6. Inclusive Student Services Report – November 2019: (cont'd)

Compassion Fatigue and Vicarious Trauma - Team Training with the TEND Academy

We are proud of the wide scope of services and supports our teams provide to students, families and school teams. This includes trauma, crisis and loss support when members of our Durham DSB community experience these significant events. Part of our Service In, Service Out commitment for the 2019-20 school year, linking with the well-being priority of the DDSB, is to provide intentional supports to bolster the wellness of staff.

"We are going to get wet when we walk through the rain"

As members of our Psychological Services and Social Work teams are called upon to assist schools at a time of a tragic or traumatic event, it is important for staff members to be aware of, and continue to work on, their own resiliencies in doing this very challenging work. This includes the impact of multiple responses, responding to a situation involving a student who the service professional has connection to, and/or the emotional labour of moving between crises with minimal opportunity for debrief in between.

Working with a speaker from TEND, both sets of staff (October 18th) were trained to more effectively deal with trauma-exposed workplaces. In addition, Principals from DASS and Grove School, and many Special Education Facilitators, were able to join them for this very effective and necessary training.

We will continue the discussion from this full day seminar within the individual team meetings to remind and practice the strategies shared.

If you are interested in learning more about Compassion Fatigue and Vicarious Trauma, the session facilitator shared the following resources:

Video: "**Beyond the Cliff**" presented by Laura van Dernoot Lipsky
<https://www.youtube.com/watch?v=uOzDGrcvmus>

Personal Reflection - What's Draining You?

e.g., http://www.melbabenson.com/articles_files/What%27s%20Draining%20You.pdf

TEND Academy Website: <https://www.tendacademy.ca/category/vicarious-trauma/>

We look forward to extending this learning with Principals, Vice Principals and Senior Managers on December 10th when the TEND Academy returns the DDSB. Please see the flier at end of this document.

6. Inclusive Student Services Report – November 2019: (cont'd)

Cortical Visual Impairment - From Theory to Practice

Supporting Students with Cortical Visual Impairment: From Theory to Practice.

Lindsay Hillier, Manager for Surrey Place, Ontario Blind-Low Vision Early Intervention team, provided professional learning for teachers of Special Education Developmental Programs, Vision Resource Teachers, Facilitators and Speech-Language Pathologists on November 20, 2019. Cortical visual impairment (CVI) is caused by neurological damage affecting the visual parts of the brain and is the number one cause of visual impairment in children (Ketpal & Donahue, 2007; Lantzy-Roman, 2018). The approach when working with children with CVI is very different from traditional interventions used with children with ocular visual impairments. This session will focus on CVI and its impact on children's access to learning.

Presenter Bio: *Lindsay Hillier*

Lindsay's background is in Early Childhood Education and she holds a Master of Special Education: Visual Impairment. She has been working in the field of Early Childhood services (Birth to 5years) with children who are visually impaired for over 30 years. Lindsay is currently the President of the Pediatric Cortical Visual Impairment Society; an International multidisciplinary group addressing the needs of young children with CVI. She has been a speaker at a number of conferences related to CVI and its impact on professional service delivery.

A big part of Lindsay's work is to communicate the needs of young children with visual impairments and additional disabilities to community professionals working in this field. Under her work with the Ontario Blind-Low Vision Early Intervention Program at the Training and Development Centre, she supports the Blind-Low Vision Early Intervention agencies across the province. Lindsay provides coaching, training and workshops to their community partners. She has spent much time reviewing the current research and striving to promote the implementation of evidence base practices in early childhood learning settings. Lindsay believes it is the environment (including teaching approach) that is the primary barrier to the children's learning. Building capacity in our childcares, schools and children's homes is the main goal of her service.

Psychological Services

Psychological Services staff continue to fulfill 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.

To support system resource allocation, Psychological Services staff are supporting schools in their applications for Special Incidence Portion funding, an annual undertaking wherein funding applications are submitted to the Ministry of Education to support students with specialized and complex needs. Staff also have embraced the D2L Platform for Digital Learning in support of Capacity Building. On-line training in nonviolent crisis intervention (BMS) is set to launch in November, as are two modules on Applied Behavior Analysis.

6. Inclusive Student Services Report – November 2019: (cont'd)

Finally, Psychological Services has worked collaboratively with colleagues in Social Work, Safe Schools and Equity to map out a systematic and strategic plan to mobilize the DDSB toward trauma-informed practices. A three-year commitment to increasing awareness, sensitivity and informed practice is underway, and is built upon staff training in trauma exposure and compassion fatigue. More details to come.

Social Work and Attendance Services

The Social Work team members have been supporting team members who are new to the DDSB as the team, as a whole, focused on support for students. In addition, we have just completed the design of our new data collection tool and we are ironing out the last few details to move to implementation. Team members have been actively working with students across the system as well as collaborating with their assigned family of schools to support improvement plans. As well, many members of the team will be delivering professional development training to their EA colleagues on a variety of topics during an upcoming PD day; they are excited to have an opportunity to share their knowledge and support their colleagues.

In late October, most of the Social Work team members attended a full day training focusing on human trafficking and exploring ways to better support young people who are involved in human trafficking or who may be at increased risk. Those who participated found the forum to be very informative and relevant to their practice.

Going forward the team will begin to focus on implementing the School Social Work framework. We will be developing implementation and communication strategies over the coming months.

6. Inclusive Student Services Report – November 2019: (cont'd)

Upcoming Professional Development Opportunities

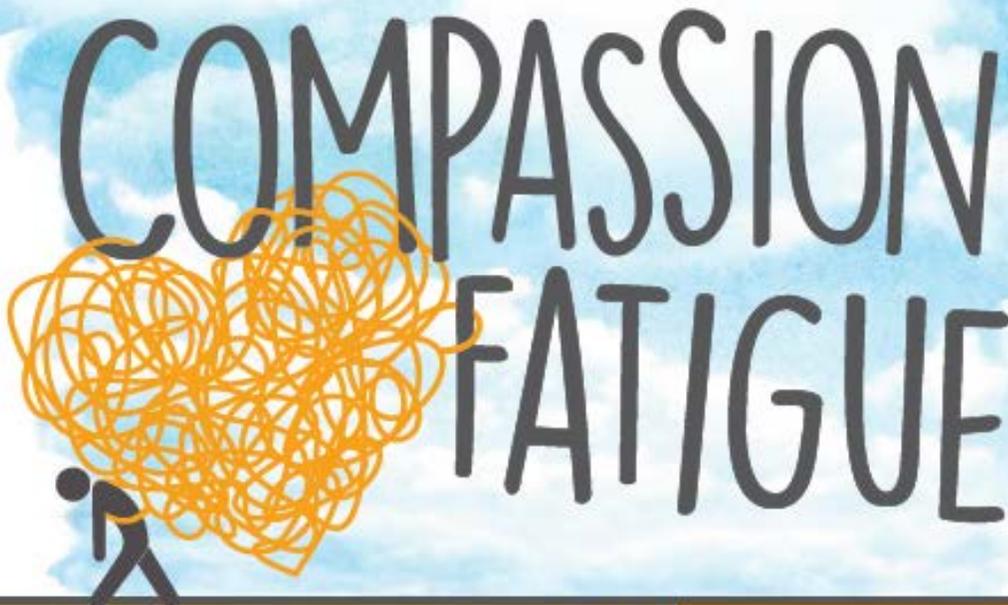
Upcoming Learning Opportunities	
Behaviour Management System (BMS) Refresher	November 5, 2019 November 12, 2019 November 15, 2019
Behaviour Management System Basic Training	November 13, 2019 November 15, 2019 November 19, 2019 November 20, 2019
Communication Strategies to Reduce Incidents of Aggression	November 15, 2019
Differentiated Structures	November 15, 2019
EA Chromebook Device Program Support	November 15, 2019
Early Years Transition Support	November 15, 2019
Effective Strategies for Positive Behaviour	November 15, 2019
Every Day Back Care for Every Body	November 15, 2019
Introduction to Core Vocabulary Theory	November 15, 2019
Self-Regulation in the Classroom	November 15, 2019
Staying in the Green	November 15, 2019
Structured Teaching Basics	November 15, 2019
Supporting Integrated Transition Planning	November 15, 2019
Supporting Integration - The Role of the EA (Elementary)	November 15, 2019
Teachers of Gifted Learners Networking Session	November 19, 2019
Structured Learning Class - Team Support (Part 1 of 3)	November 19, 2019
Developmental Class Teacher Capacity Building (Part 2 of 4)	November 20, 2019
Practical Learning Program Connect - 4 Part Series	November 21, 2019
Supporting Students in Secondary School Support Program	December 4, 2019

SUPPORTING DDSB LEADERS *Director's Meeting*

"WE ARE GOING TO GET WET WHEN WE WALK THROUGH THE RAIN."

Supporting others begins with looking after yourself.

Weight is added to your 'emotional backpack' as you lead with compassion and empathy. It is important to have strategies to positively work through this absorption of emotion.



Join us for a 1/2 Day Session focused on YOU!

**TUESDAY,
DECEMBER**

10

Morning Session 8:45 - 11:30 am
Principals - (Director's Meeting)

Afternoon Session 12:45 - 3:15 pm
Vice-Principals/Senior Managers

Education Centre - Boardroom

Keynote speaker:

 **tend**[®]
tendacademy.ca

"TEND (verb) 'To care for, look after or pay attention to'

success

well-being

leadership

equity

engagement

innovation



7. Presentations:

Revision to Secondary Clinical Service Model

Chief of Psychological Services Dr. Steve Graffi provided SEAC members with a PowerPoint presentation and hand-out information on the revision to the Secondary Clinical Service Model. Steve informed committee members that due to a shift in the population of Durham Region and the corresponding increase in prevalence rates of mental health concerns, staff have the requirement to be more responsiveness to system needs and, of necessity to refine their direct service model for secondary students. An outline of the Levels 1 – 3 services available for students were shared. The 2019-2020 school year will be the pilot year to trial this model. He also answered questions from SEAC members.

OSTA-AECO's Vision Document and eLearning Report

Student Trustees Arlene Wang and Sally Meseret provided SEAC members with a PowerPoint presentation on OSTA-AECO's Vision Document and eLearning Report.

The Students' Vision for Education document features 35 long-term recommendations that strive to transform every facet of the education system, premised on the following 6 pillars: Enhancing Equity; Funding Formula Reform; Strengthening Rural and Northern Schools; Supporting Student Well-being; System Modernization for the 21st Century Learning and School Board Governance.

In response to the Ministry of Education's newest mandate, which makes earning four eLearning credits a requirement to receive the Ontario Secondary School Diploma (OSSD) for all Ontario secondary students, OSTA-AECO collected feedback from students in grades 8 – 12 on Ontario's eLearning program. The intent of the eLearning document is to inform the public and stakeholders within Ontario's education sector about students' perspective on the eLearning mandate and implementation.

SEAC Chair Eva Kyriakides and Trustee Donna Edwards thanked Student Trustees Arlene Wang and Sally Meseret for their presentation.

8 a). Business Arising from the Minutes:

- Self-Advocacy Event – Update

Due to the possibility of OSSTF/ETFO work action, the Self-Advocacy Event will now be rescheduled until the Spring, 2020. Rowin Jarvis will connect with the guest speaker regarding availability in April of next year.

8 a). Business Arising from the Minutes: (cont'd)

- Draft Letter: Minister's Advisory Council on Special Education (MACSE)

SEAC members reviewed the "draft" letter to the Minister of Education on the importance of MACSE. Comments and feedback are to be sent to Trustee Donna Edwards no later than the end of next week. Once the letter has been updated it will be sent to the Ministry of Education.

MOTION:

THAT THE REVISED MACSE LETTER BE SENT TO THE MINISTER OF EDUCATION.

MOVED BY: Craig Cameron

SECONDED BY: Tara Culley

CARRIED

- Fragile X Canada Membership Request

Superintendent Andrea McAuley reviewed the Education Act-Ontario Regulation 464/97 – SEAC laws with in-house counsel. The regulation states that "local association" means an association or organization of parents that operates locally within the area of jurisdiction of a board. As Fragile X does not have a local association; their SEAC membership request is declined.

8 b). Scheduled Discussion Period:

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

- Input: DDSB Special Education Parent/Guardian Guide

SEAC members were asked to review the DDSB Special Education Parent/Guardian Guide and to bring their revisions to the December SEAC meeting.

9. Reports:

Administration:

Superintendent Andrea McAuley

School Based Rehabilitation Services

The following School Based Rehabilitative Services are provided through funded community partners:

- Occupational Therapy (OT)
- Physiotherapy (PT)
- Speech Language Therapy (articulation/differentiated service from DSB SLPs)

9. Reports: (cont'd)

Superintendent Andrea McAuley (cont'd)

These services are provided to children and youth in a school setting.

Phased in changes to School Based Rehabilitative Services have been occurring. First, responsibility for coordination of services phased from CCAC to the Localized Health Integrated Network (LHIN) to Grandview Children's Centre (Grandview). The next phase, transfer of service delivery, transfers to Grandview effective January 1, 2020. These changes, to funding and service providers, is outlined in Appendix A: Community Communication.

Currently OT and PT services are provided by therapists employed by Community Advantage Rehabilitation (CAR) as funded through LHIN. Effective January 1st, Grandview will be both service coordinator and provider.

It is important to note that these service professionals (OT/PT) are key partners in the prescription and access to Specialized Equipment Allocation (SEA) for students with special education needs.

Note: Letter to Community (posted on DDSB website) shared with SEAC via email.

CTCC Programming/Grove School

Grove (CTCC) programming were recently highlighted at both Board (November 18th) and during an Inclusive Student Services Department meeting. Both presentations lead by Principal Patrick Belmonte and Vice-Principal Joanne Docherty.

Grove school provides safe, welcoming, and inclusive learning spaces for students whose primary need is for care and/or treatment or rehabilitation.

Partnering with twelve community partners, Grove school staff promotes well-being for students and provide structures to ensure that students can maintain continuity of education, access to curriculum and academic growth while concurrently engaged in clinical based programming.

Grove welcomes over 550 students annually from across a broad geographic area which extends beyond the Durham Region. The students are clients of the individual agencies and are drawn from their individual service areas. The Durham District School Board is proud to be the educational partner for these agencies.

In the presentations, Principal Patrick Belmonte and Vice-Principal Joanne Docherty highlighted:

- The partnerships that are the foundation to Grove (and access pathways – Inclusive Student Services Department Meeting)
- Success and educational challenges related to students who have a primary need for intensive, clinical programming

9. Reports: (cont'd)

Superintendent Andrea McAuley (cont'd)

Ministry and Community Partners

Our teams recently worked with community partners from Surrey Place and the Ministry of Education

Lindsay Hillier (Manager for Training and Quality for Surrey Place-Ontario Blind-Low Vision Early Intervention Program) supported learning for an interdisciplinary team, including teachers of Developmental Programs, on Cortical Visual Impairment. CVI is caused by neurological damage affecting parts of the brain. It is on the rise, and now felt to be #1 cause of visual impairment in children and is one that education is growing understanding as CVI requires different accommodations than physical vision impairment. A second session is being planned as follow up.

A team from the provincial schools branch facilitated a session for our Hearing and Vision resource teams. This is step one of a review of services in these areas. We felt that the expertise of the provincial schools team is key to 1) drawing on their content expertise and 2) partnering to position reflection and action planning by building in accountability to a 'knowledgeable other'/lead within the work.

Educational Assistants Appreciation Day

The third Wednesday in November each year marks EA Appreciation Day in both the DDSB and DCDSB. School teams across the system take the opportunity to express recognition and gratitude for the EA members of their school teams. Tonight, we share highlights of social media tweets shared using #EducationalAssistants.

We also premiered a DDSB Productions video highlighting the incredible impact of this key employee group.

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on Grove School – CTCC Program and Treaties Recognition Week at the Board Meeting on Monday, November 18, 2019.

David Visser, Associate Director Corporate Services and Treasurer of the Board retired as of October 31, 2019. The Board of Trustees appointed the Director of Education Lisa Millar as Interim Treasurer of the Board effective November 1, 2019, until such time that an appropriate staff member can be hired and appointed as Treasurer.

10. Association Reports:

Learning Disabilities Association of Durham Region (LDADR)

The Learning Disabilities Association of Durham Region (LDADR) will be hosting a presentation on “The Social Impact of Learning Disabilities” on Thursday, November 28, 2019 from 7:00 to 8:30 p.m. at the Brooklin Community Centre. A presentation on “Is French Immersion “Suitable” for Students with Learning Disabilities” will be held on January 30, 2020 from 7:00 to 8:30 p.m. at the Whitby Public Library.

Rowin Jarvis thanked Superintendent Andrea McAuley for her assistance in distributing the LDADR brochure to both elementary and secondary schools.

11. Correspondence/Attachments:

There was no correspondence at this time.

12. Questions and Comments:

SEAC Chair Eva Kyriakides has been representing SEAC on the DDSB Accessibility Committee. The accessibility meetings are now held on Wednesdays and unfortunately due to Eva’s work commitments, she can no longer attend. Eva reached out to committee members to consider being the new SEAC representative for the DDSB Accessibility Committee.

SEAC Chair Eva Kyriakides informed committee members that the December SEAC meeting is the election of the SEAC Chair and Vice-Chair. Eva noted that it is important to have quorum and if the SEAC Representative cannot attend, please ensure that the Alternate is available.

Tara Culley informed SEAC members that a parent had reached out to her regarding Take Our Kids to Work Day. The parent whose child is in Grade 9 and in a special education small class placement was unaware of the event as she did not receive information from the school.

Superintendent Andrea McAuley responded that it was a communication miss between the school, Inclusive Student Services Department and Student Success. Our learning, and communication, is to include specific mention to Administrators and SERTs in early October next year as a prompt reminder to include special education classes with Grade 9 students in the Take Our Kids to Work Day conversation and planning.

13. Celebrations and Success:

Superintendent Andrea McAuley congratulated Trustee Donna Edwards for receiving the 2019 Special Olympics Ontario Female coach of the Year Award.

14. Next S.E.A.C. meeting – December 19, 2019 in Room 2020.

15. Adjournment:

That the meeting does now adjourn at 8:35 p.m.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
New SEAC Representative for DDSB Accessibility Committee	SEAC Members	By next SEAC meeting.
Self-Advocacy Event – Availability of Guest Speaker – April, 2020	Rowin Jarvis	By next SEAC meeting.
MACSE letter - comments/feedback to Trustee Donna Edwards	SEAC Members	Friday, November 29, 2019
Bring DDSB Special Education Parent/Guardian Guide revisions to December SEAC meeting	SEAC Members	By next SEAC meeting.