



Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair W. Rose, L. Boswell, P. Boutis, B. Bruce, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, L. Scott, T. Waldschmidt, T. Wilson.

Regrets: C. Brady, T. Buchanan, L. Nydam, J. Trovato.

Recorder: P. Curran.

Resource Staff

Present: P. Bagchee, L. Boudreault, K. Mertins, L. Sheppard, L. Thompson, J. White.

Guests:

Present: J. Gemmill, ITS Staff; S. Kuva, Lead Educational Assistant; B Shuttleworth, Board Certified Behaviour Analyst.

A-1 Opening **W. Rose**

(a) Welcome

Chair Rose welcomed everyone, called the meeting to order at 6:02.

K. Mertins introduced a video featuring Kirsten Maunder an Educational Assistant in Grand Erie and an interpreter, signing the Land Acknowledgement Statement which was also read by K. Mertins.

A link to the presentation is below.



ASL Land
Acknowledgement 2

(b) Agenda Additions / Deletions / Approvals W. Rose

Moved by: K. Jones
Seconded by: L. Boswell

THAT the SEAC 20-09 Agenda for Thursday, June 17, 2021 be approved as circulated.

CARRIED



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- (c) A Day in the Life of the Complex Behaviour Intervention Team (CBIT) L. Sheppard / B. Shuttleworth / S. Kuva

Ms. Sheppard introduced Bernie Shuttleworth and Sarah Kuva and explained their work is at the Tier 3 level with students who need intensive intervention.

Ms. Shuttleworth, Board-Certified Behavior Analyst, shared she works at the tip of the tier, i.e., students who are still struggling although they have already had Tier 1, Tier 2 and sometimes Tier 3 interventions.

The CBI Team created a process graphic for school teams to facilitate understanding of the roles which use the principle of Applied Behaviour Analysis teaching to bring about positive change in a student's life. The goal is to replace problem behaviour with new skills which are more effective for helping the student get what they are seeking.

CBIT utilizes a team approach to support a student with support from family, school staff and community resources and/or agencies.

1. How Many Students Do You Support in a Week?

The strength of our team is the intensity of our intervention, so we only work with two to four students each week. Each student receives an average of 10 to 34 hours of direct support weekly. Typically, students require both a Board-Certified Behavior Analyst (BCBA) and a Lead Educational Assistant at this level.

2. How Many Students Do You Support in a Year?

Usually 10 to 12 students per year, depending on student needs.

Once a student's unwanted behaviour has stabilized, CBIT support fades and intervention is scaffolded back to school staff. Part of job is to help students return to school if attendance is a concern.

3. How Do Schools Access Your Support?

School resource teams submit a referral request and an appointment is made to conduct a fact-finding meeting with the parents and school staff before CBIT assesses an intervention. The goal is to train staff along the way so CBIT can fade out when staff becomes confident and feels safe.



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4. Describe a Day in Your Work Life

Ms. Kuva, Lead Educational Assistant

When we are in with a student, we plan for each day and don Personal Protective Equipment (PPE), as needed, to keep safe and minimize risk. We implement a behaviour plan which can change throughout the day depending on a student's needs. We schedule meetings with staff at the beginning and end of each day to review and assess. We maintain continual communication with school staff, classroom staff and administration as well as families.

5. How Does Your Role Affect Students in the Classroom?

They work directly with the student in their class setting to identify what the student needs for success. Often, they will notice the goal is to increase attendance or participation. A large part of their role is to ensure the safety of everyone while increasing the staff confidence in their skills and abilities to work within the plan. Communication is a big part of their day and they must always be mindful of staff safety when working with students who have behaviour concerns. Staff wellness is an important factor to consider.

6. Questions and Answers

Q1 L. DeLong asked if their role includes finding community resources for parents whose mental health is impacted, especially those whose children are learning remotely.

A1 B. Shuttleworth advised the hardest part is connecting community partners with parents. They are a big part of the team and this is a good question.

L. Sheppard added that often communication breaks down and that school and support staff works to re-establish and strengthen those relationships after the CBIT has finished their work.

Q2 W. Rose asked if there is an average age or grade where CBIT become involved.

A2 There is no specific trend. CBIT has supported every grade in elementary and secondary.

Q3 Is there a wait list for support while you are actively supporting other students?



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A3 For the most part, students are generally being supported by their Behaviour Counsellor so the wait list is no longer than one or two weeks. CBIT works in Tier 3 intervention, and the school staff does a tremendous amount of work before the CBIT is called.

Q4 Have you noticed as staff becomes more confident, there is less demand for CBIT service?

A4 The situations handled by this team involve several dynamics that can lead to escalated behaviour which can result in breakdown in family / school relationships which often require more than one person to help restore them. The complexity of each situation makes predictability about future demand difficult.

C-1 Business Arising from Minutes and/or Previous Meetings

W. Rose

(a) Ratification of Minutes May 20, 2021

Moved by: P. Boutis
Seconded by: M. Gatopoulos

THAT the minutes for SEAC 20-09 be approved as circulated.
CARRIED

(b) K-12 Education Standards Development Committee,
Initial Recommendations Report, March 2021

K. Mertins

<https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations>

Ms. Mertins explained 20 people were tasked to develop recommendations to improve accessibility for Kindergarten to G 12 students. There are currently 197 recommendations, focusing on eight key barrier areas, planned for implementation by January 1, 2025 with an overarching goal to “...*help build an education system that is accessible for persons with disabilities, and in turn help prepare them for a lifetime of the fullest possible self-reliance, and participation as citizens.*” p 2

The public is invited to comment on the recommendations until September 2, 2021. This is a large document, which has not yet been approved, but Grand Erie’s Accessibility Committee members will review it over the summer and use it to shape their planning. The full expectation is the working groups will likely proceed quickly following the public comment deadline.

Chair Rose suggested SEAC review the document, submit comments by the deadline and share with a wider group as the more people who contribute, the better.



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- (c) Fetal Alcohol Syndrome Disorder (FASD) Letters W. Rose

Chair Rose reviewed the two letters SEAC received and the preamble of the revised bill now known as Private Members Bill 172 which proposed amendments to the Education Act advising school boards promote awareness and understanding of FASD.

Grand Erie SEAC has received and sent communication expressing support for this type of legislation regarding this topic under previous iterations, i.e., Bill 191 and Bill 44 and asked members if they wished to respond again.

Dr. Scott advised many children go undiagnosed or misdiagnosed so are not getting the services they need for success. This Act was spearheaded by Kathleen Wynne as the government began to recognize FASD and their presentation can come up across multiple ministries.

Chair Rose would like us to write again, recognizing nothing may come from it, but to emphasize teacher and educational assistant training is valid.

K. Jones suggested a timeline for action be included as this topic has been discussed for more than six years.

Chair Rose will draft a letter by the end of next week for members to vote on electronically.

- D-1 New Business W. Rose**

- (a) SEAC Meeting Dates and Locations 2021-22

A proposed schedule was reviewed by members who voted for a virtual meeting in September with decisions for future locations deferred.

Committee meetings are usually on the third Thursday of the month, but in December and March they conflict with or butt up against Christmas and March school breaks so two dates for each were suggested.

Members decided on December 9, 2021 and March 10, 2022.

Moved by: L. Boswell
Seconded by: M. Gatopoulos

THAT the 2021-2022 SEAC Meeting Dates and Locations schedule be approved as amended.

CARRIED



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- (b) K-12 Education Standards, SEAC Working Group P. Boutis

Ms. Boutis explained she volunteers with another group who is working on this document and would like to include two or three SEAC members to form a task group to review and form recommendations.

She suggested they each work on two or three of the key areas and meet virtually over the summer to have any suggestions ready for September 2nd.

R. Collver, W. Rose and K. Jones all volunteered to participate in this working group.

P. Boutis will share information from David Lepofsky, including a preliminary draft document, once it becomes available.

Mr. Lepofsky is willing to meet with this group and will share a draft document that has been prepared. K. Mertins and J. White would like to be included in the meeting with Mr. Lepofsky.

Ms. Boutis will keep everyone informed and will email to those who want to participate in the SEAC working group.

- (c) Understanding Anxiety for Parents/Caregivers and Tip Sheet for Primary /Junior Educators P. Bagchee

Ms. Bagchee explained she wanted to share with SEAC these two draft documents she has been developing with the Social Workers and Child and Youth Workers.

- i. Understanding Anxiety Resource for Parents/Caregivers

The first document provides information for parents. Anxiety is a normal emotion. It can result from medical conditions, difficulties at home, work, school and/or stressful life events.

When feelings of worry, physical and behavioural symptoms become excessive and persist over a longer period of time they may interfere with the ability to learn and do everyday activities.

- ii. Anxiety Tip Sheet for Primary & Junior Educators

The second document is designed to help elementary teachers recognize the signs of anxiety so they can provide support to a student who is struggling with anxiety at school. Anxious students may be quiet and well behaved or (due to fight or flight response) may be disruptive and noncompliant.

They are also working on Anxiety Tip Sheets for Intermediate and Secondary Educators using the same framework.



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Resources and websites are also included in the Tip Sheets.

iii. Comments:

K. Jones and her husband have two children diagnosed with anxiety and found the document very well done but wondered if a standard font could be used and if hyperlinks could be reduced.

Ms. Bagchee noted they will submit the document to Communications who will give it a standard format. She appreciated the positive feedback and encouraged any other members to submit input.

Chair Rose thanked Ms. Bagchee for the information and remarked how comforting it is for parents who struggle with their child's anxiety to know this plan is coming.

E-1 Other Business

W. Rose

(a) Regional Special Education Council (RSEC)

K. Mertins

Claudine Monroe, Director of Special Education/Success for All Policy Branch shared the following:

- School boards would be receiving an invitation to participate in a pilot project supporting students with developmental disabilities transition to the world of work.
- Prior to the 2021-22 school year, a Remote Learning Guide for Student with Special Education Needs would be published; it is being compiled at the University of Ottawa.
- Report of the K-12 Education Standards related to accessibility would be published shortly with a public consultation phase to follow before a final report is written.
- *Right to Read* final report from the OHRC will be published in the fall.

Dr. Jamie Metsala, Mount St. Vincent University in Halifax gave a presentation about teaching all children to read using explicit, direct and systematic instruction that follows a research informed scope and sequence; if classroom instruction is stronger in the K-1 years specifically, then there will be fewer students requiring Tier 2 and 3 supports

(b) Staff Update

L. Thompson

- Superintendent Thompson congratulated L. Boudreault on her move to the role of Teacher Consultant for Special Education and expressed gratitude to her for everything she has done over the years to support



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SEAC and for her presentations and organization and attention to detail in her role as Program Coordinator.

- L. Boudreault thanked Trustee Collver and the members for their time and for everything she has learned over the last six years.

F-1 **Standing Items** W. Rose

(a) Policy/Procedures Out for Comment P. Curran

None.

(b) Trustee Update – Current Board Activities R. Collver / T. Waldschmidt

i. T. Waldschmidt
Trustee Waldschmidt thanked everyone for their hard work this year and indicated he has no board news to share.

ii. R. Collver

- Trustee Collver noted we will miss Ms. Boudreault but know she will be an inspiring Teacher Consultant.
- Members may have noticed our flags lowered in respect to the people of our country as we want to recognize all the students and staff in that community and as well we are celebrating Indigenous Month and recognizing the contributions of all the people of Canada.
- The Board is beginning to examine school names to ensure they are appropriate.
- Virtual graduations are happening in our schools.
- A Message for SEAC:
I thank each SEAC member for your commitment and engagement in advocating for the needs of our students in special education programs and services. It is a significant commitment with monthly meetings and times lots of reading to be prepared and present at our meetings. Thank you – have a great summer.
- A Message for Staff:
To the leadership team I am grateful for all your work this year. I have a quote from Alma Harris and Michelle Jones (COVID 19 -school leadership in disruptive times) I would like to read: “ In such disruptive times, leaders cannot emulate the leadership practices they witnessed or enjoyed in a period of stability, continuity, and relative calm. Leading in disruptive times means being able to navigate a different course, to create new pathways through the disruption. Leaders on this journey are defined by their determination, their hope and their unshakable belief that whatever happens whatever the cost, whatever the scale of the challenge, they will continue to do everything in their power to safeguard the learning of all young people”. Thank you Liana and team present and those not with us in the room. Have a great summer.



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| G-1 | Information Items | W. Rose |
| (a) | May 2021 Mental Health Leadership Meeting Summary | P. Bagchee |
| i. | 2021-22 MH Strategic Plan Template | |
| | <p>The input template addresses the three pillars of Mental Health. Mental Health Promotion, Mental Health Prevention and Mental Health Intervention.</p> | |
| ii. | New Mental Health Strategic Plan | |
| | <p>She further informed members that a new strategic plan for Mental Health is being developed. She will submit a draft by the July deadline and add Mental Health Leadership team input in the fall.</p> <p>The goal is to have an approach that aligns with a tiered model of service and the Grand Erie Strategic Plan.</p> | |
| H-1 | Community Updates | W. Rose |
| (a) | None | |
| I-1 | Correspondence | W. Rose |
| (a) | RE: PAAC Letter to Education Minister May 21, 2021 | |
| | <p>P. Boutis wanted to inform members as there was concern that the government was sending the students who struggled the most with distance learning into schools that were considered unsafe for other students. She recognized this was a hard situation.</p> <p>Chair Rose noted the response does not touch on data collection.</p> | |
| (b) | LDAO SEAC Circular – June 2021 | |
| | <p>Probably will have discussion items for the fall, with respect to credit recovery or learning updates and the recent announcement to de-stream math to follow up in the fall. Need to consider how students with special education needs are accommodated with respect to a de-streamed curriculum.</p> <p>Trustee Collver would like to elaborate on the Math piece and see the topic of the Destreamed Math Curriculum on a fall agenda,</p> | |
| (c) | Ltr - Renfrew County CDSB March 30, 2021 | |
| | <p>This letter is in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD).</p> | |



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(d) Ltr – Brant Haldimand Norfolk CDSB - May 26, 2021

This letter is in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD).

J-1 Future Agenda Items and SEAC Committee Planning

W. Rose

(a) SEAC Goal Setting

W. Rose

Chair Rose bid the Special Education Management Team Adieu and request they take a big bow for making it through a very strange school year. Applause to each and everyone of you for endlessly impressing us with your ability to deal with the challenges as they arise and do so with good humour. Thank you to all those from agencies and the private members who come to the table for all your good work. We will look forward to a hear that feels more familiar. Have a great evening and a wonderful summer.

Vice-Chair Boutis wanted everyone to know their suggestions have been reviewed and are being considered for an agenda placement next year.

K-1 Next Meeting

W. Rose

(a) Thursday, September 16, 2021 | MS Teams | 6:00 PM

L-1 Adjournment

W. Rose

Moved by: K. Jones
Seconded By: M. Gatopoulos

“**THAT** the SEAC 20-10 meeting of June 17, 2021 meeting be adjourned at 7:55 p.m.”

CARRIED