



Land Acknowledgement

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.

AGENDA

Time	Item	Info.	Dia.	Res.	Responsibility
A-1 Opening					
	(a) Welcome/ Land Acknowledgement Statement				T. Waldschmidt
	(b) Roll Call			√	P. Curran
	(c) Agenda Additions/ Deletions/ Approvals		√	√	T. Waldschmidt
B-1 Timed Items					
	(a) Suspension, Expulsion and Exclusion Report for Students with Special Education Needs – 2019-20*	√	√		W. Baker
	(b) SEAC Orientation Guide – Review for Members*	√	√		T. Waldschmidt/J. White
C-1 Business Arising from Minutes and/or Previous Meetings					
	(a) Ratification of Minutes November 19, 2020*			√	T. Waldschmidt
D-1 New Business					
	(a) October 31, 2020 OnSIS Data for Students with Special Education Needs	√	√		K. Mertins/J. White
	(b) Special Education Self-Contained Planning 2021-2022	√	√		J. White
	(c) Shanker and Hopkins Self-Regulation Professional Development*	√	√		P. Bagchee
E-1 Other Business					
	(a) SEAC Chair and Vice-Chair Election Process -January 2021	√			P. Curran
F-1 Standing Items					
	(a) Policy/Procedures out for Comment. Links are provided below. The deadline for comments is January 8, 2021. <ul style="list-style-type: none"> FT10 Green Schools Construction and Renovation FT11 Community Planning and Facility Partnership SO2 School Councils SO4 Distribution of Materials in Schools 				J. White



Special Education Advisory Committee SEAC 20-04

MS Teams Meeting

Thursday, December 17, 2020 – 6:00 p.m.

Time	Item	Info.	Dia.	Res.	Responsibility
G-1 Information Items					
	(a) Lansdowne Children's Centre - Autism Services Newsletter*	√			J. White
	(b) Community Living Ontario - Children's Contest 'Together, We're Better'*	√			J. White
	(c) Woodview MH & Autism Services - Brantford Autism Services 2021*	√			J. White
H-1 Community Updates					
	(a) None				
I-1 Correspondence					
	(a) None				
J-1 Future Agenda Items and SEAC Committee Planning					
			√		T. Waldschmidt
K-1 Next Meeting					
	Thursday, January 21, 2021 MS Teams	√			T. Waldschmidt
L-1 Adjournment					
	Meeting adjourned at p.m.			√	T. Waldschmidt

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

SEMT Special Education Management Team

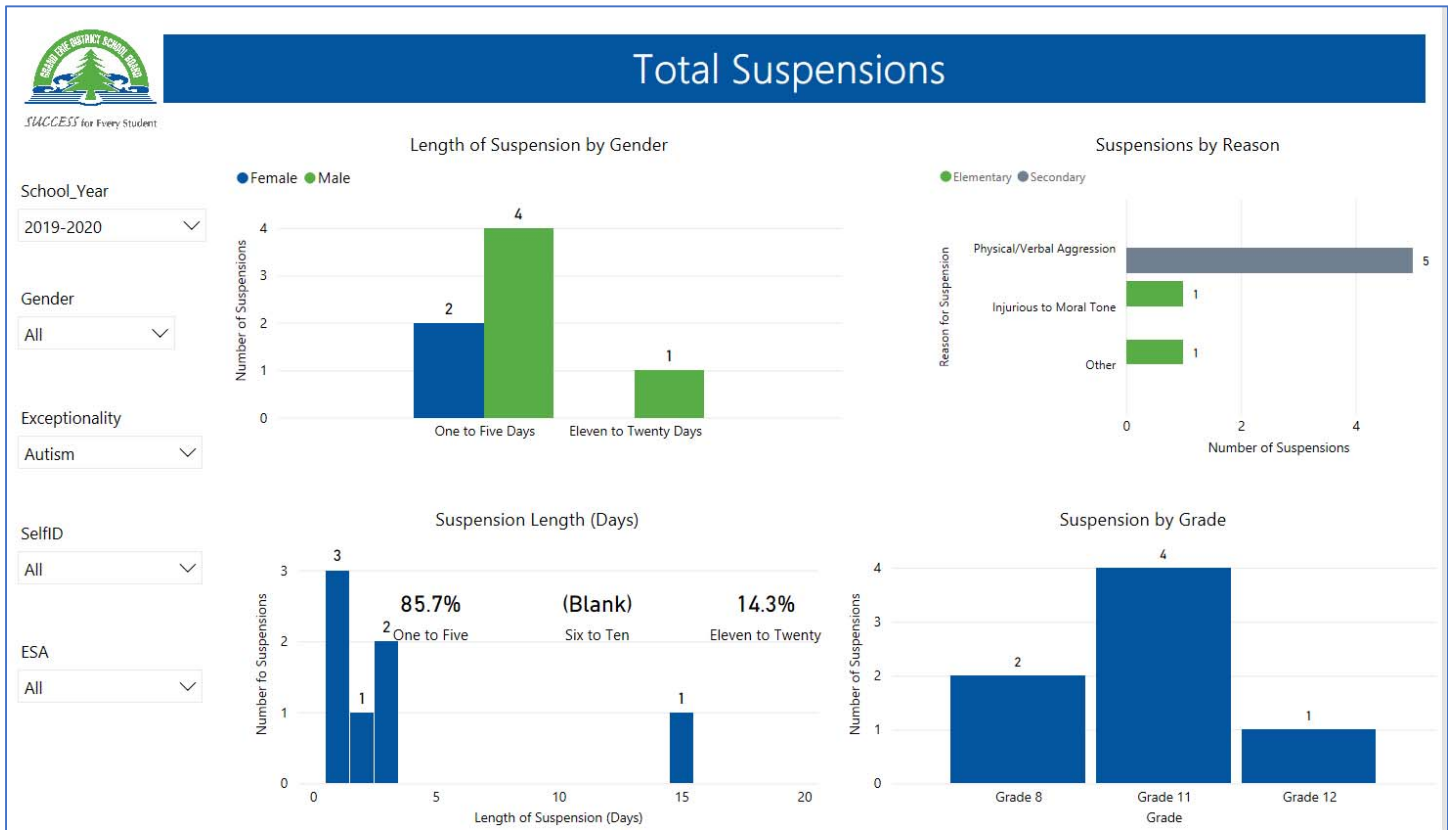
AGENDA ITEM(S)

Standing:

- LDAO SEAC Circular September, November, February, April and June (as available).

Suspension Data for Students with Special Education Needs

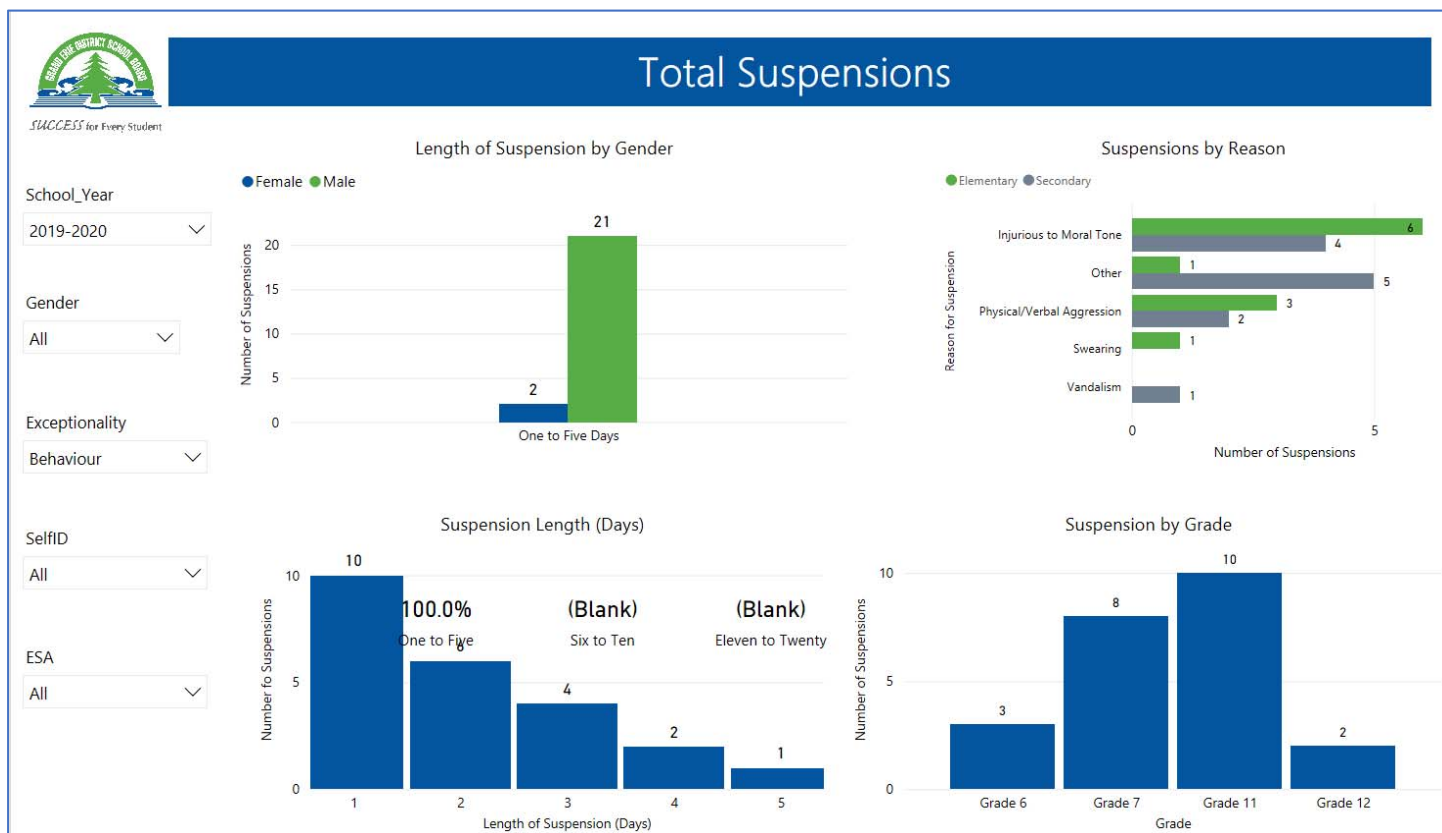
Autism



Historical Data – Autism

YEAR	ELEM	SEC	TOTAL
2015-2016	32	2	34
2016-2017	31	6	37
2017-2018	26	13	39
2018-2019	1	13	14
2019-2020	2	5	7

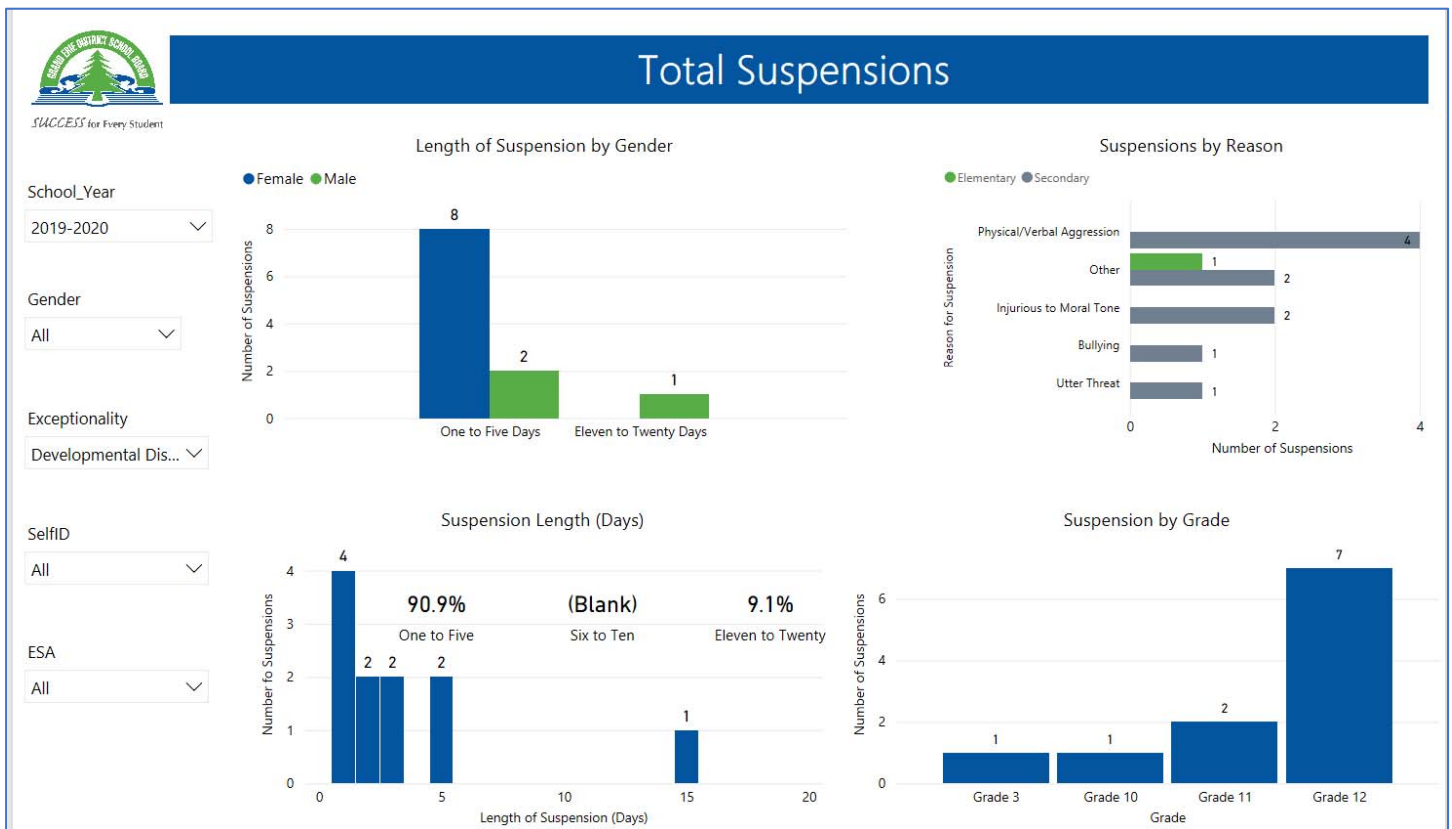
Behaviour



Historical Data – Behaviour

YEAR	ELEM	SEC	TOTAL
2015-2016	30	109	70
2016-2017	80	81	161
2017-2018	133	51	184
2018-2019	23	18	41
2019-2020	11	12	23

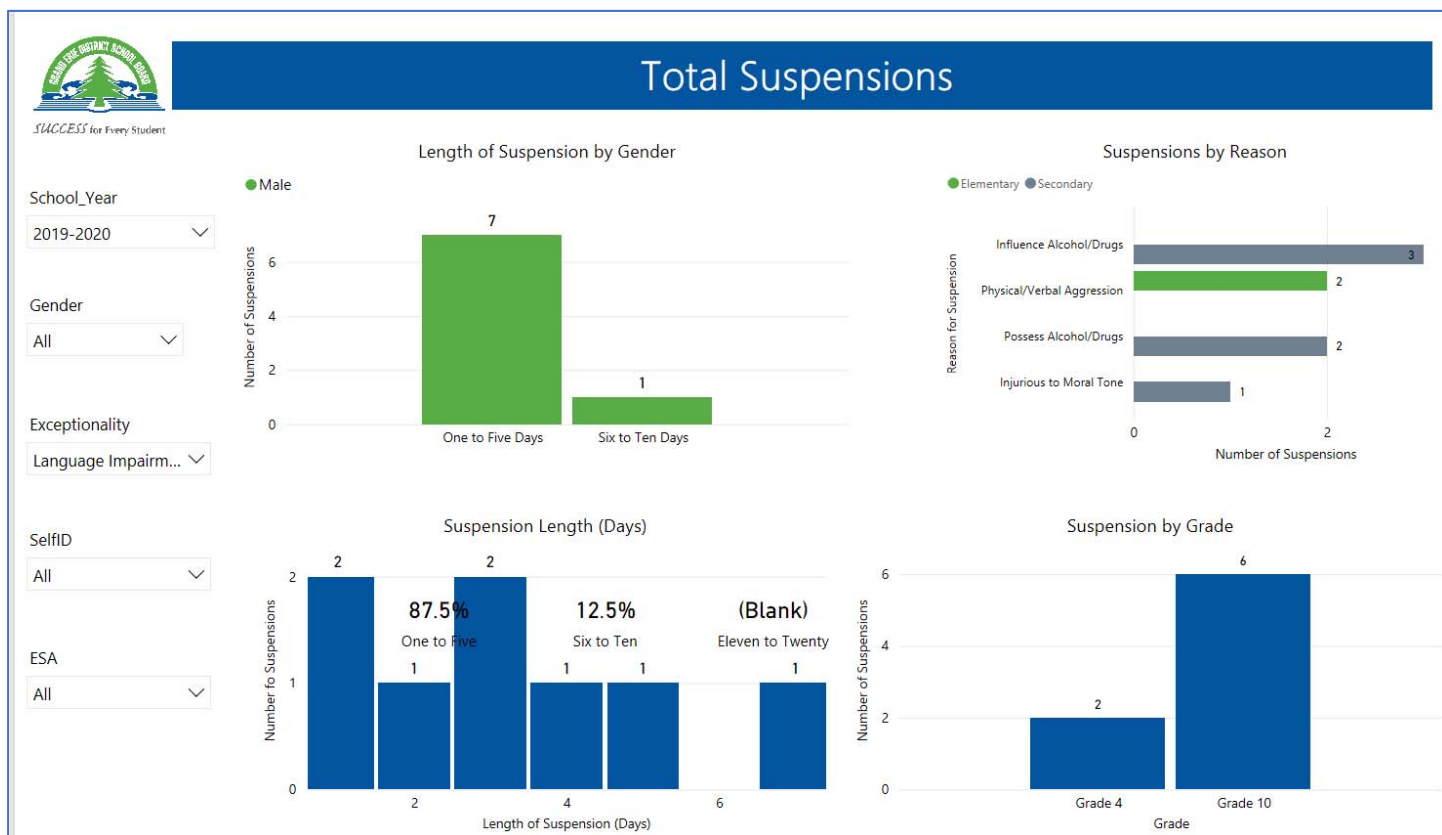
Developmental Disability



Historical Data – Developmental Disability

YEAR	ELEM	SEC	TOTAL
2015-2016	6	42	48
2016-2017	1	28	29
2017-2018	8	18	26
2018-2019	0	19	19
2019-2020	1	10	11

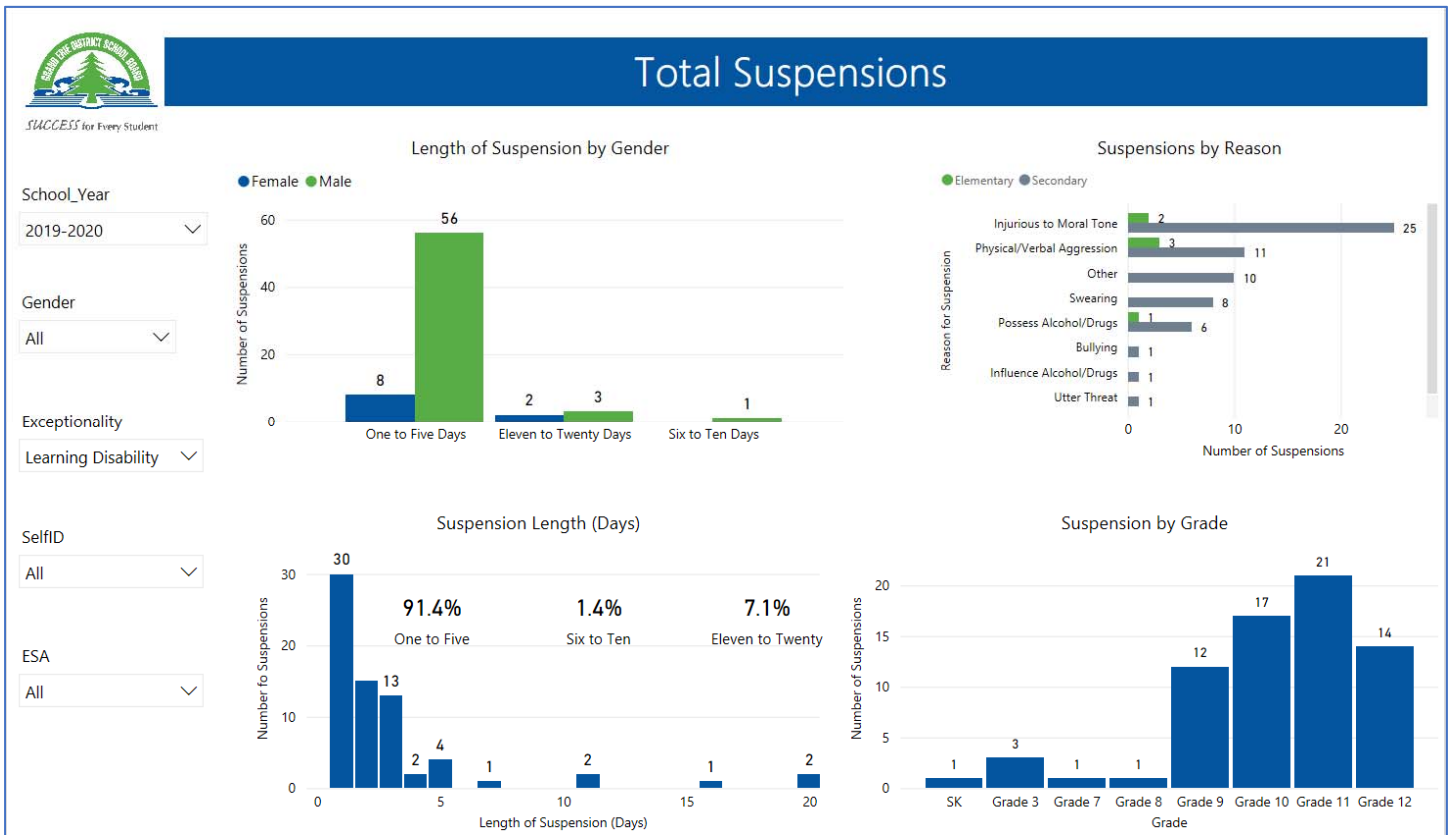
Learning Disability



Historical Data – Learning Disability

YEAR	ELEM	SEC	TOTAL
2015-2016	64	205	269
2016-2017	71	243	314
2017-2018	57	193	250
2018-2019	25	87	112
2019-2020	2	6	8

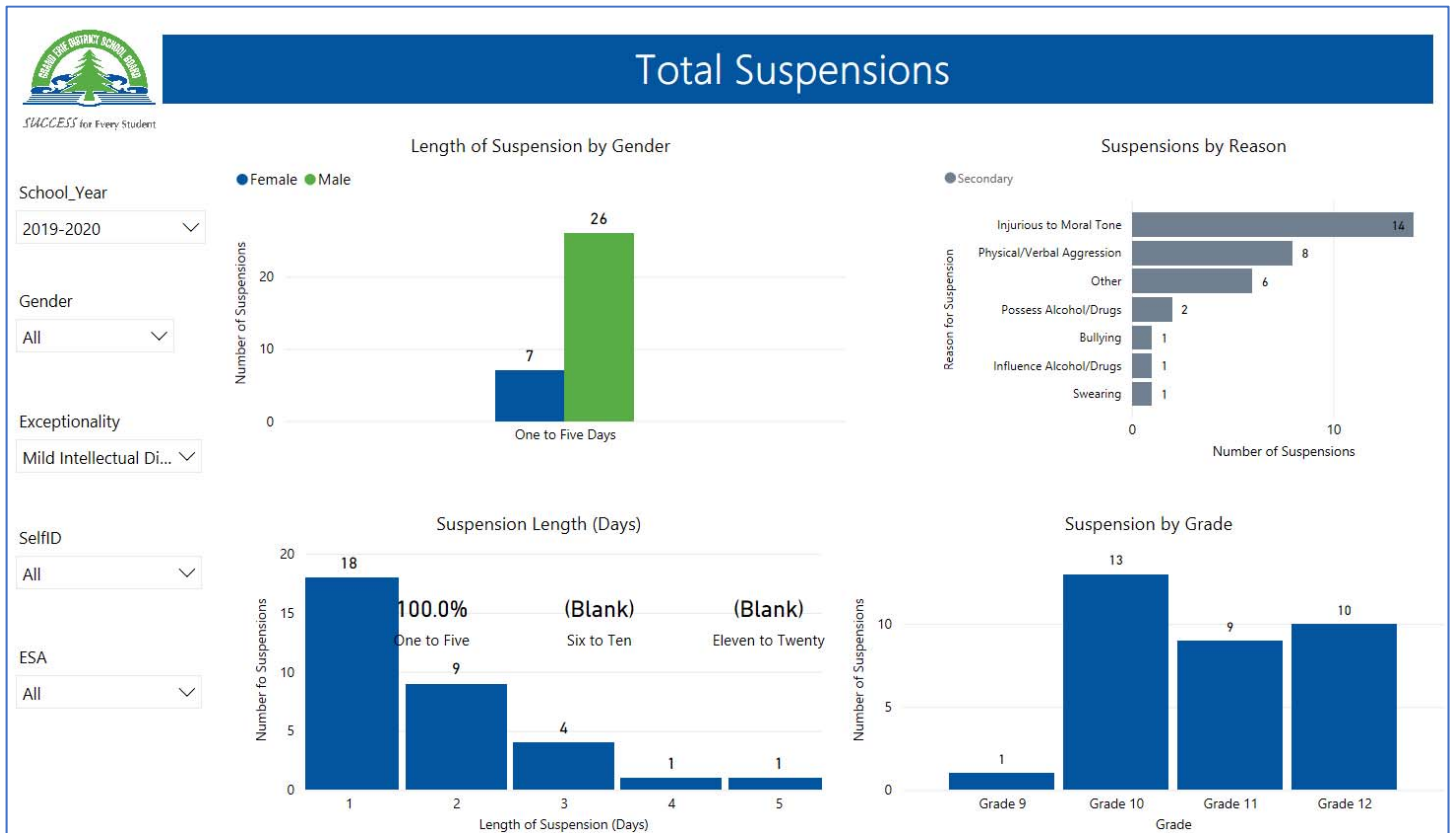
Mild Intellectual Disability



Historical Data –Mild Intellectual Disability

YEAR	ELEM	SEC	TOTAL
2015-2016	30	153	183
2016-2017	19	130	149
2017-2018	44	102	146
2018-2019	11	61	72
2019-2020	6	64	70

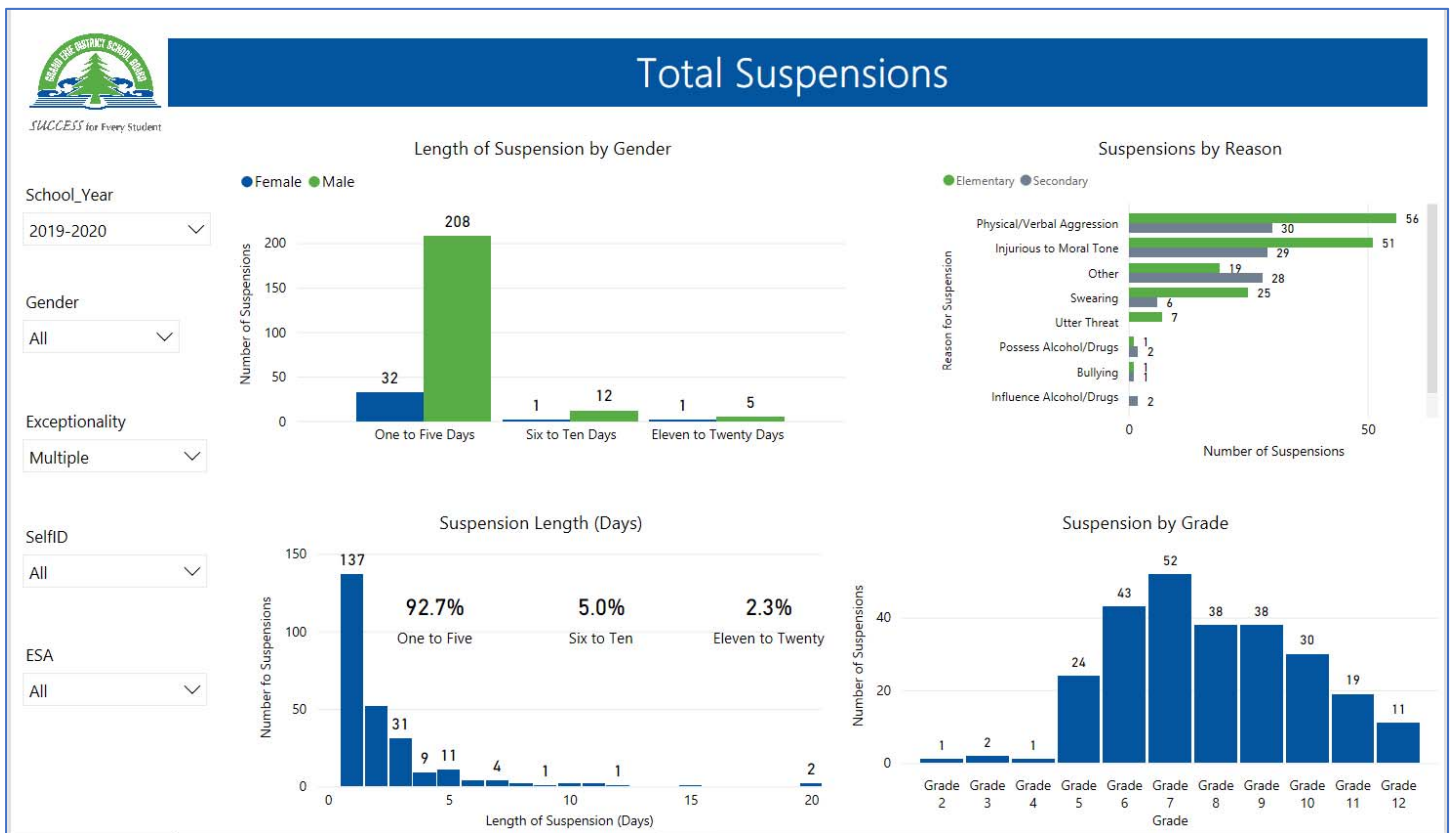
Multiple Exceptionalities



Historical Data – Multiple Exceptionalities

YEAR	ELEM	SEC	TOTAL
2015-2016	55	138	193
2016-2017	48	131	179
2017-2018	19	80	99
2018-2019	255	154	409
2019-2020		33	33

No Exceptionality



Historical Data – No Exceptionality

YEAR	ELEM	SEC	TOTAL
2015-2016	1231	1475	2706
2016-2017	1414	1486	2900
2017-2018	1650	1524	3174
2018-2019	1788	1478	3266
2019-2020	153	251	404

Expulsion and Exclusion Data for Students with Special Education Needs 2019-20

	Elementary	Secondary
Total Number of Students Expelled	0	2
Number of Students Expelled with Special Education Needs	0	0
Total Number of Students Excluded	1	6
Number of Students Excluded with Special Education Needs	1	6



Special Education

A Grand Erie Program

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

MEMBER ORIENTATION HANDBOOK

SUCCESS for Every Student

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For more information about the Grand Erie District School Board SEAC, contact: the Chair of SEAC at SEACchair@granderie.ca, or

Principal Leader of Special Education

519-756-6306, ext. 287214

or

Program Coordinator of Special Education

519-756-6306, ext. 287217

You may also wish to visit <http://www.granderie.ca/board/elementary/special-education/special-education-advisory-committee>.

Introduction

The members of the Special Education Advisory Committee (SEAC) for the Grand Erie District School Board have prepared this orientation handbook to assist you in understanding and performing your role as a SEAC member. SEAC is a committee of the Board that includes:

- trustees
- special education staff
- representatives of community agencies serving individuals with special needs
- representatives of parent organizations advocating for children with special needs
- representatives of the community at large who have an interest in special-needs education.

Most learners are successful in the regular classroom; however, some students have exceptional needs and may require special programs and services. A learner with exceptional needs is a student whose behavioural, communicative, intellectual or physical exceptionalities are such that special education support is required.

What is SEAC?

Special Education Advisory Committees (SEACs) were established by Ontario's Education Act, Section 206, Subsection (2), to make recommendations to their Boards about any matter related to the establishment and development of special education programs and services for students with exceptional needs. Each SEAC is responsible for examining, reviewing and making recommendations regarding the provision of special education programs and services in an advisory capacity. Some areas of focus are: philosophy and goals, policies and procedures, organizational structures, program delivery methods, services and facilities, funding, and the annual review of the Board's Special Education Plan.

SEAC members are welcome to bring the more general concerns of parents to the attention of the Board staff and trustees. All these groups work together to find solutions which meet the needs of our exceptional students. SEAC does not deal with specific questions about individual situations, which should be addressed to the child's teacher or the special education resource staff working with the child.

SEAC Meetings

Ontario Regulation 464/97 provides direction on SEAC meetings requiring SEAC to meet at least ten times each year. Grand Erie DSB SEAC meets from September to June of each school year.

Most SEAC meetings take place at the Grand Erie DSB Education Centre located at 349 Erie Avenue in Brantford, usually on the third Thursday of the month, commencing at 6:00 p.m. Meetings may occasionally be scheduled to accommodate other special events, or rescheduled due to inclement weather.

SEAC meetings are open to the public, although members of the public wishing to present to SEAC must approach the committee Chair ahead of time, via the contact information provided on the second page of this handbook.

Community members may also approach any SEAC representative with a question or concern; contact information for SEAC members is provided on the Grand Erie DSB website. <http://www.granderie.ca/board/elementary/special-education/special-education-advisory-committee>

SEAC Roles and Responsibilities

For a description of SEAC's makeup, roles and responsibilities under Ontario legislation, see Regulation 464/97, Education Act 1998. A link to this Regulation is available in the "Additional Resources" section of this document.

A summary of SEAC's roles and responsibilities include:

1. To make recommendations to the Board regarding the establishment, development and delivery of Special Education programs and services.

SEAC activities which support this role include:

- participating in program reviews;
- receiving and responding to reports about Special Education programs and services;
- discussing program recommendations that are presented by staff and/or subcommittees;
- bringing forward issues for discussion and recommendations for action by administration and/or the Board; and
- sharing information about association/agency activities and issues as relating to Grand Erie DSB Special Education programs.

2. To participate in the annual review of the Special Education Plan.

SEAC activities which support this role include:

- reviewing and discussing parts of the Special Education Plan; and
- reviewing changes to the plan and providing feedback to staff and the Board.

3. To participate in the annual budget process for Special Education.

SEAC activities which support this role include:

- receiving presentations from administration about the budget process and key issues;
- taking the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process; and
- taking the opportunity to make presentations to the trustees about proposed expenditures or funding allocations.

4. To communicate with parents and members of the public about Special Education programs and services, and the activities of SEAC.

SEAC activities which support this role include:

- holding open meetings which members of the public can attend;
- developing and distributing information about Special Education and SEAC;
- distributing information and consulting with members of the associations/agencies represented by SEAC members;
- participating in consultation between individual SEAC members and their respective provincial associations;
- providing input to the Grand Erie DSB website and publications which provide information about Special Education; and
- increasing awareness of Ministry of Education special education resources, including the Ministry of Education and SEAC websites.

5. To interact with other ministries, community partners and agencies.

SEAC activities which support this role include:

- responding to Ministry of Education consultations on Special Education policy and procedures;
- responding to government consultations on programs and policies which may affect students who require Special Education programs and services; and
- consulting and collaborating with other ministries, community partners and agencies regarding the development of changes in services and programs which may affect students who require special education.

SEAC Terms of Reference

Each board creates the Terms of Reference for its SEAC. For the complete list of Grand Erie DSB SEAC's Terms of Reference, see the SEAC section of Grand Erie District School Board Bylaw 8, available at:

http://granderie.ca/application/files/8215/1741/8412/BL8_Committees_of_the_Board_and_Terms_of_Reference.pdf

The Terms of Reference cover factors including:

- purpose and responsibility of SEAC
- composition of the committee
- operating procedures and scope
- role of the Board
- role of SEAC
- making recommendations to the Board

Additional Resources for SEAC Members

- Ontario Education Act Regulation 464/97 regarding SEACs:
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_970464_e.htm
- Standards for School Boards' Special Education Plans
On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario, and for ensuring greater accountability in the area of special education. The document describes the new province-wide standards that school boards must meet when developing their special education plans. The document can be found at:
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.pdf>
- Ministry of Education Standards for the Planning, Development and Implementation of Individual Education Plans (IEPs) (2000) and the Ministry of Education Transition Plan Resource Guide (2002) are now both included in the Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 2017
http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf
- Grand Erie District School Board Policy P1 on Special Education Guiding Principles:
http://www.granderie.ca/application/files/6315/0102/0454/P1_Special_Education_Guiding_Principles.pdf

- Special Education section of Grand Erie District School Board website: <http://www.granderie.ca/board/elementary/special-education>, including:
 - Special Education Plan
 - List of SEAC Representatives
 - Parent's Guide to Special Education and the Identification, Placement and Review Committee (IPRC)
 - Glossary of Special Education Terms
- Minister's Advisory Council on Special Education (MACSE) www.macse-on.ca
- Ministry of Education Special Education Overview www.edu.gov.on.ca/eng/parents/speced.html
- Provincial Parent Association Advisory Committee (PAAC) on SEAC Handbook www.paac-seac.ca, which includes:
 - SEAC Effective Practices Handbook for SEAC Members <http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/>
 - Surveys of SEAC Effectiveness
 - Regular updates on topical issues concerning SEAC roles and contributions

Communication Tips

- If you are unclear about what has been said, or unfamiliar with an acronym or a regulation or policy – ask!!
- Issues involving your child carry a lot of emotional weight. Ask yourself if your feelings are getting in the way of communicating positively.
- Use concrete, specific words rather than abstractions, when describing situations or making requests.
- Avoid extreme language, such as “always” and “never” and “totally”, etc.
- Consider the context of anything that is said. Tune in to gestures, expression, tone of voice and body language.
- Work as hard on your listening as you do on expressing yourself.
- Plan what you are going to say, with the goal of being received, understood and remembered.

Guiding Principles to Promote a Positive Discussion Environment

- Show respect for all people
- Treat everyone as well-meaning and holding positive intentions
- Demonstrate honesty and ethical behaviour
- Be aware that everyone has a perspective and unique knowledge to contribute
- Set a good example
- Show a warm and caring attitude
- Collaborate, compromise, discuss
- Enjoy the chance to hear other perspectives
- Recognize that we are all working towards success for special-needs children
- Celebrate successes!

Basic Format for Meetings

- Arrival: arrive, and pick up and display your name card.
- Call to Order: the Chair will call the meeting to order.
- Roll Call: note is made of any members who are absent; if you cannot attend, please notify the SEAC Recording Secretary (Assistant to the Superintendent of Special Education), via email or via phone (519.756.6306, ext 281173)
- Confirmation of Agenda: if the agenda is amended, it must be moved and seconded.
- Approval of Minutes: motion for approval of minutes as provided (or, as provided and then amended) should be made and seconded.
- Timed presentation(s): this is an opportunity to have a guest speaker who educates SEAC in some topic pertaining to SEAC's areas of interest (e.g. special education budget, specific special education programs and classrooms, etc.)
- Other agenda items: as provided and presented by various members of SEAC and/or Board personnel
- Motions: must be made and seconded
- Recommendations to Board: must be made, seconded, and communicated per Board bylaws
- Correspondence: as received by SEAC, for sharing with its members
- Updates: SEAC members can bring forward items of interest from their various communities/special needs subjects
- Next meeting date/time: confirmed at end of meeting
- Future agenda items: noted on agenda
- Adjournment: motion to adjourn must be made and seconded



Special Education Advisory Committee SEAC 20-03

Virtual MS Teams

Thursday, November 19, 2020 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair T. Waldschmidt, L. Boswell, P. Boutis, C. Brady, B. Caers-Bruce, R. Collver, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, W. Rose, L. Scott, S. Slaman, CA Sloat, J. Trovato, T. Wilson.

Regrets: T. Buchanan, M. Carpenter, A. Csoff, R. Winter.

Resource Staff

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

Recorder: P. Curran.

Guests: W. Backus-Kelly, Teacher Consultant – Gifted, J. Gemmill – ITS Staff, S. Gibson – Alternate Trustee, L. Sheppard.

A-1 Opening T. Waldschmidt

(a) Welcome T. Waldschmidt

Chair Waldschmidt welcomed everyone, called the meeting to order at 6:00 PM and read the Land Acknowledgement Statement.

(b) Agenda Additions / Deletions / Approvals T. Waldschmidt

i. Add H-1 (b) Community Information Brant, Haldimand & Norfolk record views during Covid – L. Boswell

ii. Add H-1 (c) Woodview Clinic Appointment Process - Amanda Detmar

Moved by: L. Boswell

Seconded by: L. DeJong

THAT the SEAC 20-03 Agenda for Thursday, November 19, 2020 be approved as amended.

CARRIED

B-1 Timed Items T. Waldschmidt

(a) None



Special Education Advisory Committee SEAC 20-03

Virtual MS Teams

Thursday, November 19, 2020 – 6:00 p.m.

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

(a) Ratification of Minutes October 15, 2020 Meeting T. Waldschmidt

- i. Add A. Detmar to the attendance.
- ii. J-1 (b) Correct CCAT from CCAP.

Moved by: R. Collver

Seconded by: C. Brady

THAT the Minutes of SEAC 20-02 held October 15, 2020 be approved as amended.

CARRIED

(b) Standard 4 Early Identification Procedures and Interventions Strategies J. White /
L. Boudreault

This standard was brought to SEAC last year when members queried if the information could be made more family friendly.

The major changes were highlighted including clarification of the term “early identification” which refers to the recognition of particular strengths, abilities, and needs rather than a formal identification process through an Identification Placement and Review Committee (IPRC).

The draft also explains that supports can be provided for students who are not formally identified as exceptional students. Schools can move toward an IPRC after sufficient time at school to track attempted interventions.

A chart was constructed showing the role of the educator team and the parent that clearly outlines the connections between home and school.

It was determined that this Standard should list only the community umbrella organizations who could be contacted for up to date information about specific community programs. The Early ON list was also removed as it is not a requirement of the standard.

Members questioned if the consent form could be more detailed and if an indication parents can request an IPRC could be included. They would also like to see a space indicated for the private assessment information.

All suggestions will be considered, and the revised Standard will be included in the spring presentation of the 2020-21 Special Education Plan.



Special Education Advisory Committee SEAC 20-03

Virtual MS Teams

Thursday, November 19, 2020 – 6:00 p.m.

- (c) Individual Education Plan (IEP) Goal Setting S. Slaman

Learning Expectations; Policy and Resource Guide 2017 is the foundation for Grand Erie's an Alternative Program Guide which includes Communication Functional Academic Independent living and Social skills.

At 6:31 Chair T. Waldschmidt was called away and Vice-Chair W. Rose assumed role of Chair.

Questions –

Q-1 How committed is the student to the goals of the IEP?

A-1 This topic has been discussed at the board level and with families. It must be a collaborative process with input from all stakeholders and guidance as to what goals need to be.

Q-2 When is the student voice considered in developing the goals of the IEP?

A-2 Conversations are helpful, and the student voice is important. It is also important to know at what point the student voice becomes more predominant.

Professionals and parents have more input on the development of goals for children at younger ages. It can take a long way to help students understand what their goal is and help them understand a vision for what their life will look like when they're finished with school; they need help to think about the short and long term goals that will shape their life.

- (d) Grand Erie's Roadmap L. Thompson

The Roadmap was discussed at a virtual meeting with school administrators and is available under Special Education Resources on our website.

- D-1 New Business W. Rose**

- (a) C-CAT Data 2019-20 K. Mertins / W. Backus-Kelly

C-CAT is the Canadian Cognitive Abilities Test of which Grand Erie is in the 2nd year of administering the 7th edition. The test is administered to groups of children using the same materials and providing the same instructions. Questions are multiple choice and answers are recorded using paper and pencil. The C-CAT is designed to measure cognitive ability in different domains

The results show how Grand Erie students performed relative to a large group of Canadian children of the same age



Special Education Advisory Committee SEAC 20-03

Virtual MS Teams

Thursday, November 19, 2020 – 6:00 p.m.

These tests show little variance between the scores of boys versus that of girls. Overall scores were well within the average range.

Accommodations may be provided to students who require the test read to them or who require a scribe. In both instances, this would occur in a separate room from the other students being tested and would only be possible if space and staffing is available. Testing in this manner must be reported with the child's test results. To date, Grand Erie has not offered these accommodations.

The board's System Research Lead will transfer data to a format for principal access. A plan for delivery in both physical and virtual learning environments is being developed in January 2021.

Section 23 students are not tested by Grand Erie as they are not technically students of the board. Special Education staff will discuss C-CAT testing with these agencies.

Results will be reviewed with the school Learning Resource Teacher and reports will be sent home with the student. Parents are encouraged to reach out to the school with any concerns. They may also go to CogAT.com and enter student information to get a profile.

<https://www.riversideinsights.com/apps/cogat>

E-1

Other Business

W. Rose

(a)

2019-20 Grand Erie's Student Achievement Plan: Success for Every Student – Outcomes Report for Students with Special Education Needs

L. Thompson

Superintendent Thompson reviewed the highlights contained in the updated document and explained the renewed model brings supports closer to the classroom rather than removing children.

Professional learning was provided to develop team teaching and to develop the capacity of teachers to meet the learning needs of students in their class.

The report includes anecdotes of success and challenges using the new model.

Plans for the 2020-21 school year will be included in the next report.



Special Education Advisory Committee SEAC 20-03

Virtual MS Teams

Thursday, November 19, 2020 – 6:00 p.m.

- (b) 2020-21 Grand Erie's Plan for Student Achievement and Well-Being:
Success for Every Student

Superintendent Thompson explained the areas in red indicate anything new for this year and told members that Special Education and Program teams have collaborated on this plan.

Student wellbeing is now being measured and monitored and the plan also includes some Mental Health Literacy for staff.

Staff continue to focus on the social/emotional needs of students which is highly correlated to student achievement.

- (c) Regional Special Education Council (RSEC) Updates

L. Thompson

A virtual meeting on October 30 included a presentation by Claudine Munroe, Director Special Education and Success for All who provided a review of updates to the supports and initiatives the Ministry has provided in the areas of special education and mental health since the inception of the pandemic.

She also provided participants with an update on the K-12 Education Standards Development Committee. This Committee's work is focused on the Grade K-12 sector, and a key goal of their work is the development of proposed recommendations that focus on preventing and removing barriers that are not already covered under existing accessibility standards under the AODA or other legislation. There are 8 Sub-Committees in the K-12 group with areas of focus ranging from attitudes, behaviours, perceptions and assumptions, to curriculum, instruction and assessment, to physical and architectural barriers to names just three.

The meeting minutes are publicly posted and can be found at this website:

<https://www.ontario.ca/page/standards-development-committee-meeting-minutes#section-0>

The participants were also provided with Trends in Special Education Data from a provincial lens. The most interesting piece of data shared was that currently 48% of students with special education needs are identified through the IPRC process and 52% of students with special education needs are not identified through the IPRC process. Also 17.6% of all students in the province have special education needs (both identified through the IPRC and non-identified).



Special Education Advisory Committee SEAC 20-03

Virtual MS Teams

Thursday, November 19, 2020 – 6:00 p.m.

- | | | |
|------------|---|----------------|
| F-1 | Standing Items | W. Rose |
| (a) | Policy/Procedures Out for Comment | L. Thompson |
| | <p>Members are advised to check the board's website https://www.granderie.ca/board/about/bylaws-policies-procedures-protocols to determine how to provide input, the timeframe, and to know which documents are currently available for comment.</p> | |
| G-1 | Information Items | W. Rose |
| (a) | Member Resignation and new Agency Representative | |
| | <p>Committee members were informed that N. Schuur had submitted her resignation and that A. Csoff had been appointed by H-N REACH as her replacement.</p> | |
| H-1 | Community Updates | W. Rose |
| i. | Integration Action for Inclusion (IAI) | P. Boutis |
| | <p>Ms. Boutis explained she was recently elected President of the IAI and reviewed the two letters prepared last year that were included in this month's package.</p> <p>This organization focuses on inclusive practices, especially for students with disabilities and is considering forming a local chapter.</p> | |
| ii. | Community Information BHN | L. Boswell |
| | <p>Ms. Boswell explained the Community Information Brant Haldimand and Norfolk database is managed by Contact Brant.</p> <p>She recently completed a project for the City of Brantford determining which type of services were most viewed both pre- and during COVID.</p> <p>Records indicate 1.2 M views for 2020 with 122K unique viewers. During COVID, there was a growth of 227% in the number of people seeking information on SEAC (180 up to 589 views) and a 307% increase of people seeking Grand Erie trustee information (963 to 3,919 views).</p> | |
| iii. | Woodview Mental Health and Autism Services | Amanda Detmar |
| (a) | Clinic Access | |
| | <p>Dr. office can call to set up appointments to make access easier for families.</p> | |



Special Education Advisory Committee SEAC 20-03

Virtual MS Teams

Thursday, November 19, 2020 – 6:00 p.m.

- (b) Downtown Hub in Harmony Square

Drop in programming has reconvened on Friday nights with flexible programming outdoor when weather permits and with all relevant COVID 19 restrictions.

I-1 Correspondence

W. Rose

- (a) LDAO SEAC Circular – November 2020
Received as information.

- (b) MOE Memorandum on School Board Supports for 2020-21
Received as information.

- (c) Changes to Suspensions and Expulsions April 2020
Received as information.

- (d) Ltr – TVDSB SEAC re Masks and Hearing-Impaired 28 Sept 2020

L. Thompson

Superintendent Thompson explained the Ministry released clear masks / shields for students with specific exceptionalities.

This was announced November 19/2020 to Grand Erie school administrators who received an allocation in collaboration with Health and Safety staff.

School staff reported many requests that fell outside the Ministry criteria and that the masks muffle sound and fog easily.

More information will be reported at the next meeting.

J-1 Future Agenda Items and SEAC Committee Planning

W. Rose

- (a) Suspensions and Expulsions – C A Sloat
Reminder this will be on the December agenda.

K-1 Next Meeting

W. Rose

- (a) Thursday, December 17, 2020 | MS Teams | 6:00 p.m.

L-1 Adjournment

W. Rose

Moved by: K. Jones
Seconded By: L. DeJong

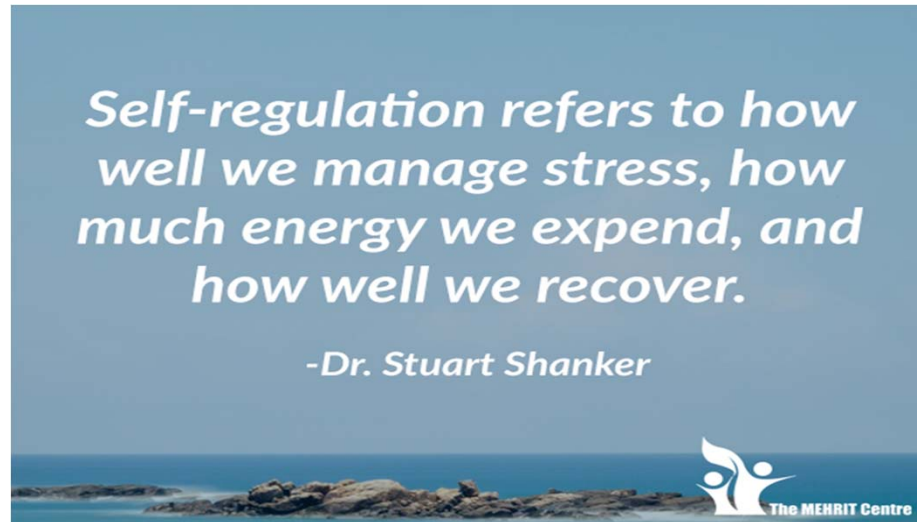
“THAT the SEAC 20-03 meeting of November 19, 2020 meeting be adjourned at 8:03 p.m.”

SELF-REGULATION

Based on the model by Dr. Stuart Shanker



Foundational Thinking



- The work in this area is grounded in the psycho-physiological understanding of stress and self-regulation
- Dr. Shanker and Dr. Susan Hopkins' model of Self-Regulation is an on-going lifelong process. It is not a program. It is an understanding of stress, energy expenditure and the ability to recover.
- We all self-regulate, as children, youth and adults, it is just that some do it in maladaptive ways.

Self-Reg Schools



Dr. Stuart Shanker is a Research Professor of Philosophy and Psychology at York University. He is also CEO of the MEHRIT Centre (TMC).



Dr. Susan Hopkins is the Executive Director of Dr. Stuart Shanker's organization and a former school administrator.

How it Works

1. CYW will present a powerpoint to the entire school staff.
2. Create a Shanker Self-Reg team in your school.
3. Meet with the CYW every 3-4 weeks to learn and discuss different topics of Self-Reg.
4. Complete personal and classroom related challenges over the course of the school year.

What Will I Need To Do?

- Participate in 20-30 minute sessions with the CYW every 3-4 weeks.
- Be willing to complete challenges and reflective questions for each topic. These will not require much time.



Topics Covered

1. The Brain
2. Self-Control vs Self-Regulation (and the SEEDS)
3. Calm Begets Calm
4. Stress Behaviour vs Misbehaviour
5. The 5 Domains
6. The 5 R's



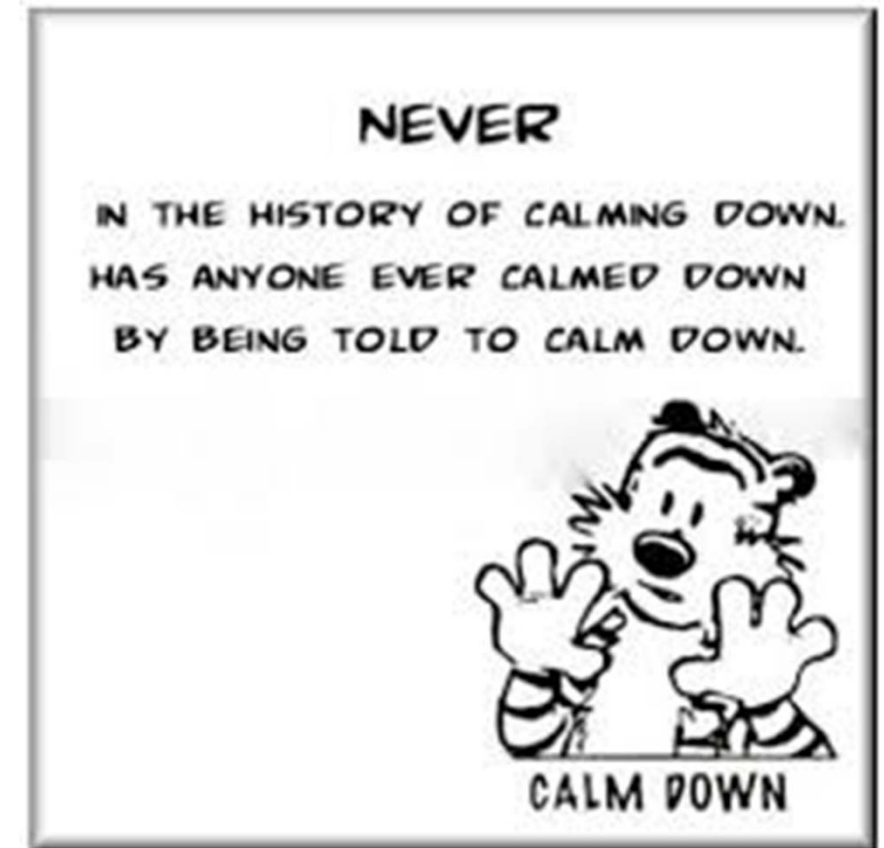
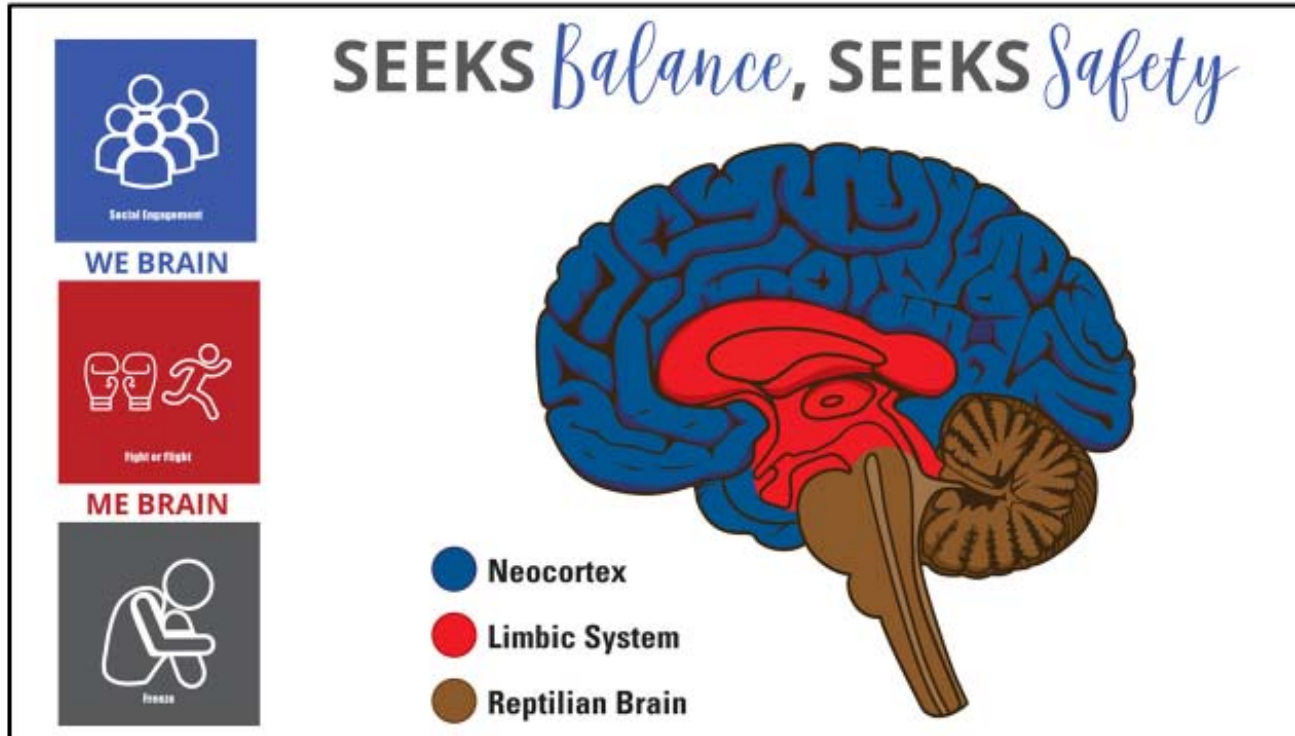
Each PD May Include:

- Discussion of previous content
- Application in the classroom
- PowerPoints,
- Video clips,
- Resources
- Case studies

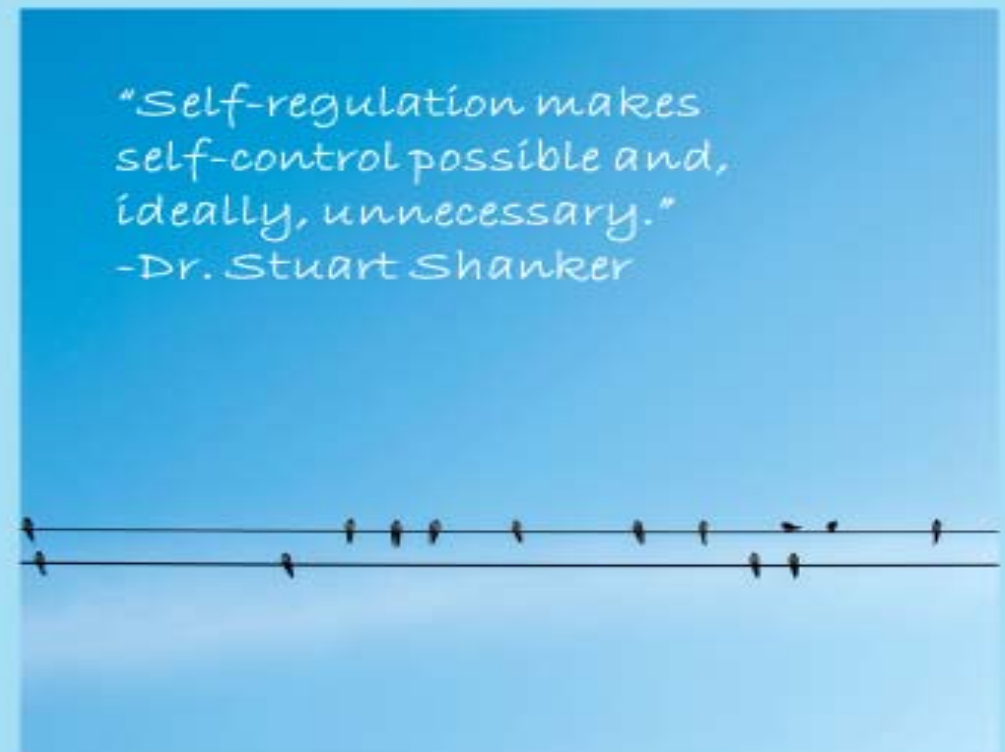


"See a child differently, you see a different child."

Session 1: Understand Triune Brain

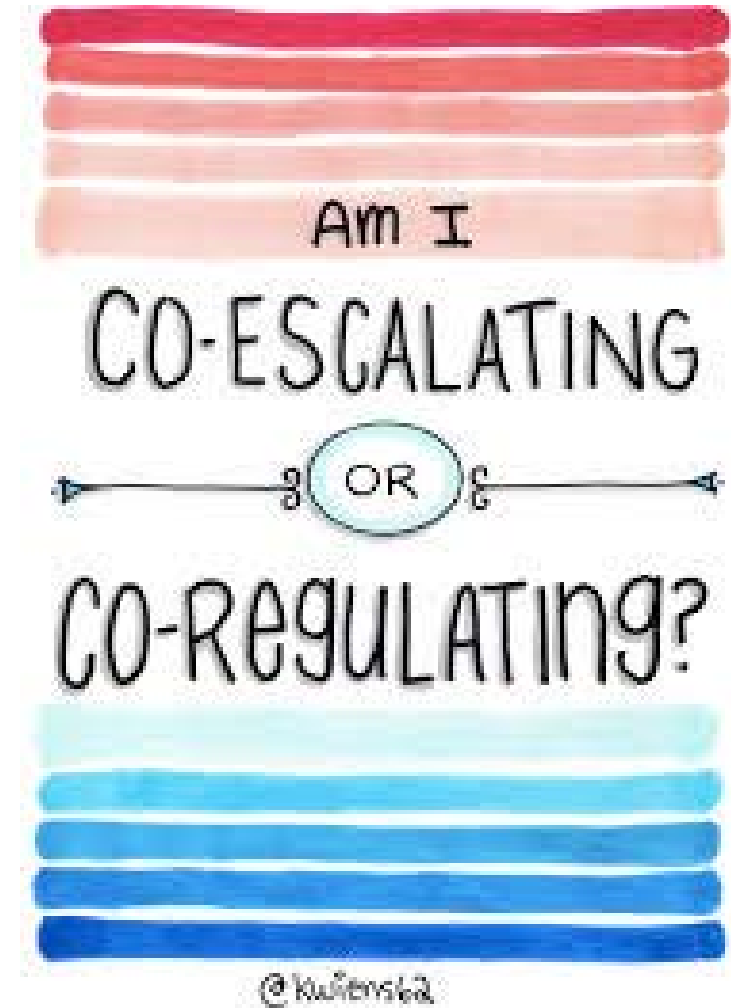
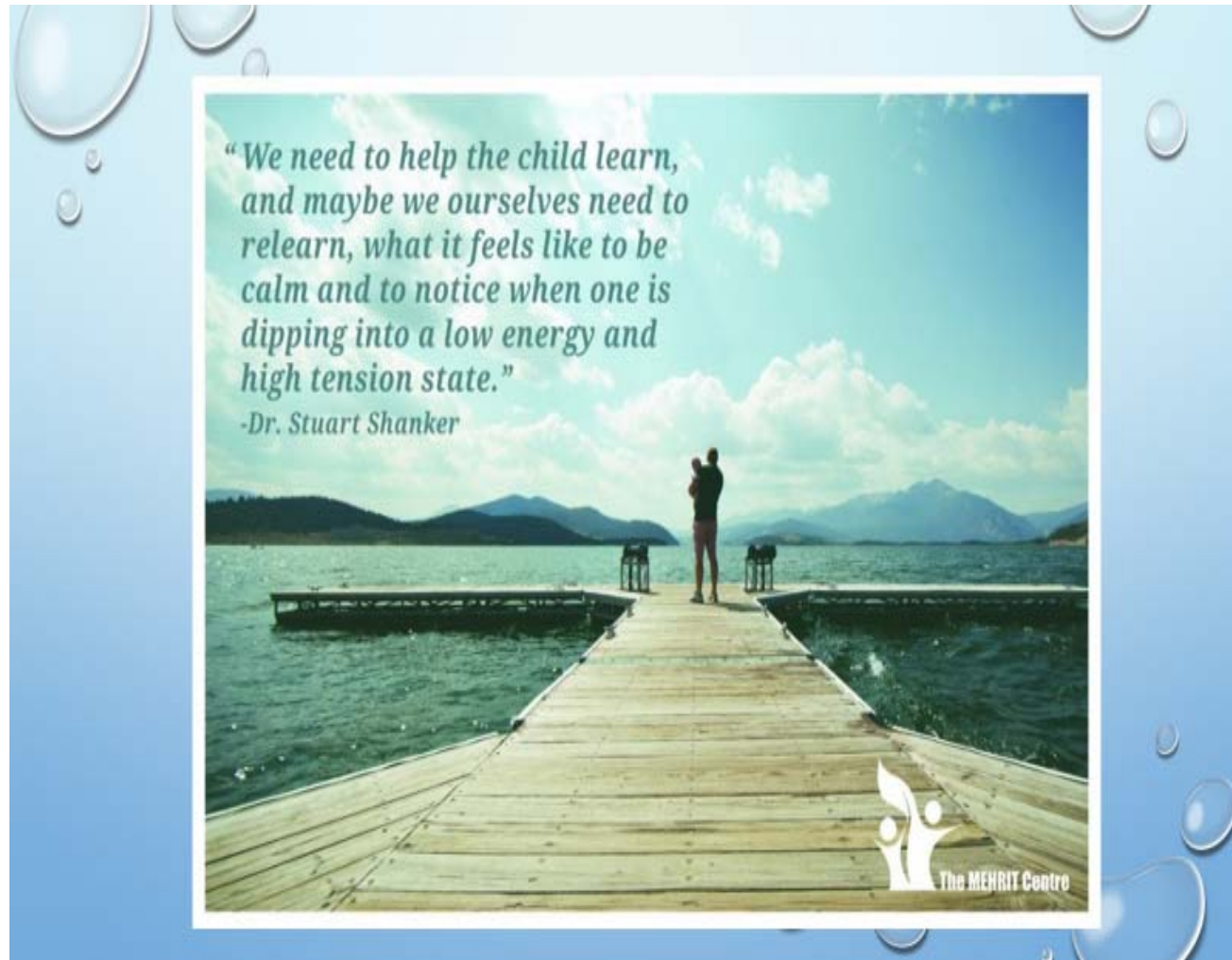


Session 2: Self Reg vs Self Control

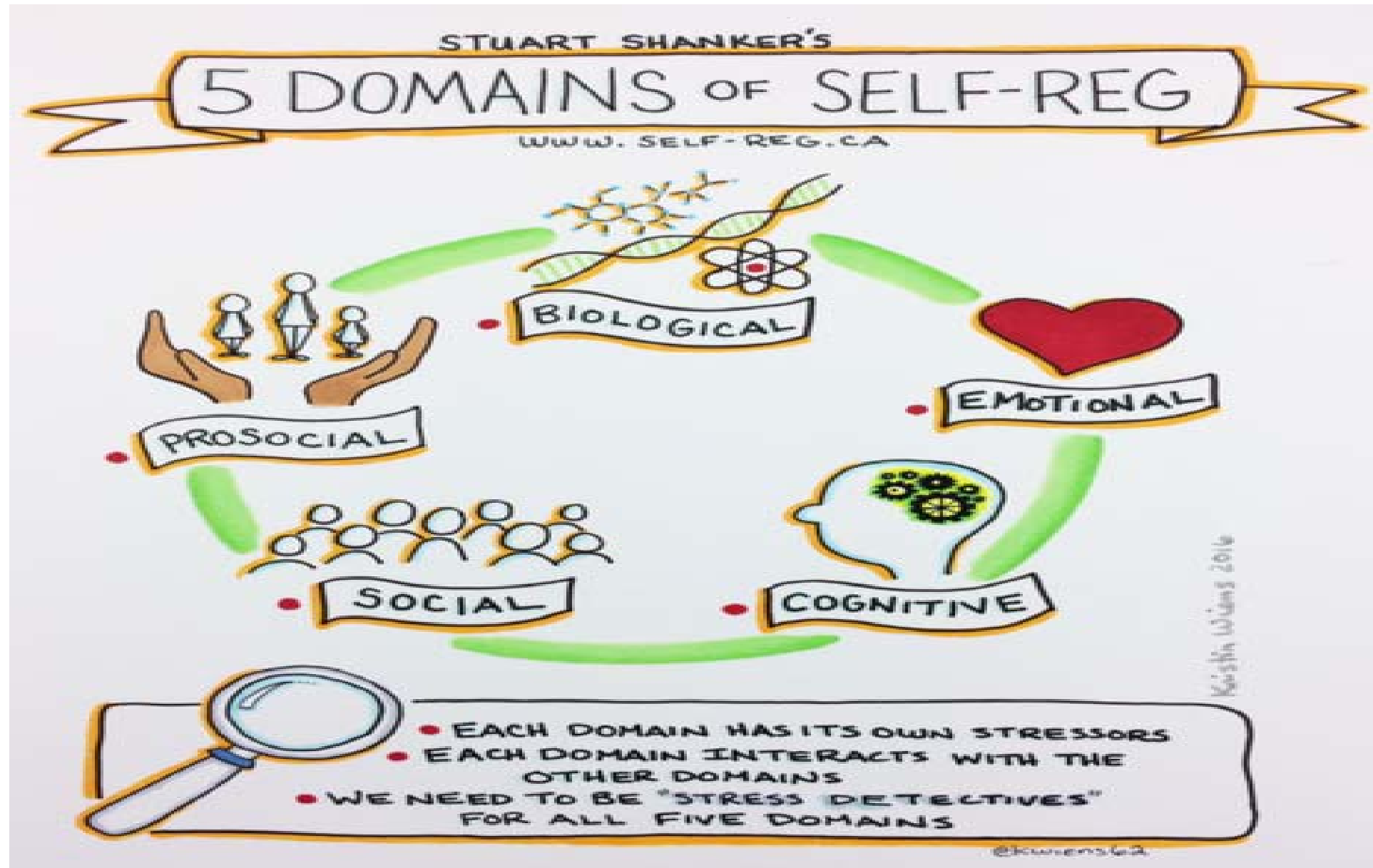


GEDSB Child and Youth Worker Dept 2020-21

Session 3: Calm Begets Calm



Session 4: Understanding of the 5 Domains



Session 5: 5 Steps of Self-Reg

5 Steps of Self-Reg

- 1** Reframe
- 2** Recognize the stressors
- 3** Reduce the stress
- 4** Reflect
- 5** Respond

Domain	Difficulty	School based Strategies	Home-based Strategies
<p><i>Emotional Domain</i></p> <ul style="list-style-type: none"> • Modulation of strong emotions • Ability to recover from adversity • Courage to learn new things • Desire to achieve goals • Healthy and realistic sense of self 	<ul style="list-style-type: none"> • become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise 	<ul style="list-style-type: none"> • Holding classroom meetings to check feelings • Yoga and meditation • Breathing exercises (MindUp) • Encouraging students to express how they are feeling verbally • Using strategies and language from the program, “The Zones of Regulation” • Teaching calm down techniques (breathing, counting down, Hoberman ball) • Playing calm music during work • Teaching positive self-talk • Journaling feelings and experience • Role playing how to express and cope with a wide range of emotions 	<ul style="list-style-type: none"> - Spend time talking to your child about his/her day; validate their feelings - Yoga classes - Calm area in house to retreat if needed - Learn new things together - Literature: <ul style="list-style-type: none"> - <u>Pete the Cat, I Love My White Shoes</u> by Eric Litwin (Positive Self-Talk) - <u>How Are You Peeling?</u> By Saxton Freymann and Joost Elffers - Talk through an event or activity that may be causing anxious feelings; what could you do to feel prepared? (e.g., a kit for babysitting) - Access resources on Anxiety BC website (www.anxietybc.com)

Professional Development Roll-out

- Total of 16 Schools are participating in Shanker & Hopkins Self Reg PD.
- MH Lead completed the Self Reg Facilitator Course.
- All the CYWs were trained in the spring through the MEHRIT Centre.
- Shanker & Hopkins Self Reg discussions are part of all staff meetings.
- Using Self-Reg Schools Handbook as a resource for the PD.
- Participating Elementary Schools:
 - Waterford, Port Rowan, Delhi Public, Agnes Hodge, Jarvis, Onondaga Brant, King George, Oneida Central, Banbury, River Heights, Elgin Ave, Cedarland, Prince Charles, Centennial-Grand Woodlands, Boston and North Ward
- Workshop on Shanker Hopkins Self Reg for New Teacher as part of NTIP
- Grand Erie Psych dept is also developing Self-Reg based resources.



Autism Services

G-1 (a)

LANSDOWNE CHILDREN'S CENTRE

DECEMBER– JANUARY NEWS

FOUNDATIONAL FAMILY SERVICES

Foundational Services are **FREE** of cost and available to caregivers children and youth registered in the Ontario Autism Program (OAP)

NEW THIS MONTH

- Virtual Teen Group
- Groups for ages 9-12
- Recorded Webinars and Live Virtual Workshops
- Clinics Available Dec 10, 15, Jan 21
- OAP/Autism Services Info Session Dec 9th at 12:00 pm

FEE-FOR-SERVICE

- Data driven groups available with additional parent coaching focusing on your child's individual needs.
- Intensive and Goal Based ABA can be purchased for virtual intervention and limited in-person intervention.

ABOUT US

We would like to welcome our newest Autism Therapist, Abbey Johnston! She was a student with us in the past and we are so happy to have her back.

Free Recorded Webinars Now Available On Demand

- What is Applied Behaviour Analysis (ABA)?
- Proactive Behaviour Strategies (PBS)
- Toileting
- How to Teach a Skill
- Routines
- Transitions
- Desensitization to Masks
- Language and Communication
- Engaging in Play

Webinars Coming Soon

- Eating
- Toileting Part 2
- What is Autism?
- Visuals 101
- Getting Used to New Things
- Sleep Hygiene
- Executive Functioning- Organizing your Thoughts

To receive the link to view the recorded webinars contact:

Ely Macdonald Family Support Worker emacdonald@lansdownecc.com
519-753-3153 ext 268

SEAC 10-14

December 17, 2020

Page 1 of 2

Description of Services

Keep an eye on Lansdowne's ^{G-1 (a)}
Facebook page for updates!



For registration or more information contact:

Ely Macdonald Family Support Worker

emacdonald@lansdowneccc.com

519-753-3153 ext 268

OAP/ Autism Services Information Session December 9th at 12:00 pm

Join Ely Macdonald from Lansdowne Children's Centre, and Kim McAlpine from Autism Ontario on zoom to answer any questions related to Autism services at Lansdowne, Autism Ontario and the Ontario Autism Program (OAP)

Teen Group

For ages 13-18

Connect virtually with other teens to hang out, talk about interests, make friends and work on social skills.

Children's Friendship Group

For ages 6-8

Join us on zoom to hang out, talk about interests, make friends and work on goals. This group will focus on turn taking, conversation skills and how to be a good friend.

Group

For ages 10-12

Join us on zoom to hang out, talk about interests, make friends and work on goals. This group will focus on turn taking, conversation skills and how to be a good friend.

Clinic Days

December 10th, 15th and January 21st.

Brief targeted consultations from an Autism Therapist that provides direct support to help address a specific need and support skill development. Clinic appointments are limited to 60 min per appointment and are scheduled for a specific day each month.

"Adulting" Series

Interactive Series of Live (on Zoom) Workshops for Teens and Caregivers

- Applying for University-December 17th at 6:30 pm
- How to Write a Resume part 1 and 2 -January 11 and 18th at 6:30 pm
- Drivers Licence- January 20th at 6:30 pm



2020 Lansdowne Children's Christmas Party has been modified to a "drive through" experience at Glenhurst Art Gallery of Brant 20 Ava Rd, Brantford December 6th between 6:00 pm and 9:00 pm

2020/2021

G-1 (b)

TOGETHER *We're* BETTER - CONTEST -

THIS YEAR, MORE THAN EVER,
WE NEED TO COME TOGETHER.

Show us through a **video**, **story** or **poem** why **we're better together** when students who have an intellectual/developmental disability are included in your classroom or virtual class.

AMAZING PRIZES:

ACTIVITIES OR RESOURCES FOR YOUR CLASS
PIZZA PARTY FOR YOUR CLASS
TABLET FOR YOURSELF
AND MORE!



2020/2021

TOGETHER *We're* BETTER - CONTEST -



G-1 (b)

FEBRUARY IS INCLUSIVE EDUCATION MONTH. CHILDREN WHO **LEARN TOGETHER** IN SCHOOL ALSO **LEARN TO LIVE WELL TOGETHER** AS ADULTS AND ARE BETTER ABLE TO **CREATE** AND **PARTICIPATE** IN COMMUNITIES WHERE **EVERYONE BELONGS**.

WHAT WE ARE LOOKING FOR

Although learning looks different this year with physical distancing measures in place, including all students in every aspect of each learning day is ever important. Submit a class video (5 minutes or less) or an individual story/poem (250 words or less) describing:

- how your class (both online and in-person classes) maintains inclusion of students with an intellectual disability during covid-19?
- why is your class better because everyone is learning together?

WHO CAN PARTICIPATE

Elementary school students (kindergarten to Grade 8) who live in Ontario (whether you are learning in class or in a virtual classroom).

DEADLINE

Friday, February 5, 2021. Winners will be announced on **Monday, February 22, 2021** and showcased on Community Living Ontario's website.

HOW TO SUBMIT

Email **togetherwearebetter@communitylivingontario.ca** with the subject line "Together We're Better"

In your email to us, please make sure to include your name, grade, teacher's name and email address, and your school's name and address.

Community Living Ontario appreciates your submissions. Only submissions chosen for publication will be notified by February 22, 2021. Community Living Ontario reserves the right to refuse entries based on submission content. By forwarding your poem, story or video to Community Living Ontario, you understand your responsibility for obtaining copyright clearance of all material used in your production (including and without limitation, media releases, music and video) and that you/ the school grant Community Living Ontario permission and all other required rights to broadcast your/the school's poem, story or video on YouTube, for viewing on the website communitylivingontario.ca and all forms of social media. You agree that Community Living Ontario has the exclusive right to determine for how long your/school's poem, story or video will be available for viewing. You agree that Community Living Ontario is granted all rights necessary to enable it to be in a form or medium available for showing your poem, story or video submission.

Canada

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COMMUNITY LIVING
Ontario



COMING SOON

BRANTFORD AUTISM SERVICES

Woodview Mental Health and Autism Services
presents Brantford Autism Services starting January 2021!

Offering eligible services available through the Ontario Autism Program (OAP):

In-Centre Services

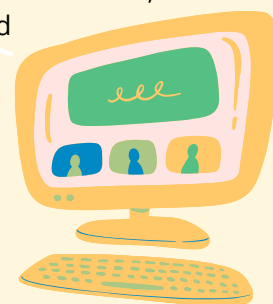
1:1 Intensive Behavioural Intervention tailored to the unique needs of your child focusing on their needs and priority goals. This service is provided by an Applied Behavioural Analyst (ABA) Therapist and overseen by a Board Certified Behaviour Analysts (BCBA). Location: TBD.

Virtual Family Skill Development

To support teaching your child a skill and decreasing challenging behaviours (i.e., setting home/homework routines, communication, toileting, picky eating, etc.). This service is implemented by an ABA Therapist and overseen by a BCBA.

Foundational Family Services

To support all families who are registered in the OAP in ways that are meaningful to their child and family with services including free online workshops, free clinic appointments, and free brief targeted consultations.



Contact Us



For more information and to complete a comprehensive intake with our Intake Worker and Clinical Supervisor please contact:

Jessica Gallino, Intake Worker
905-689-4727 ext. 115
brantfordautismservices@woodview.ca