
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, September 28, 2017

BOARDROOM

6:30 P.M. – 9:00 P.M.

Chairperson: Kelly Smigielski

Vice-chairperson: Maria Castiglione

TRUSTEES/MEMBERS WHO ARE UNABLE TO ATTEND THE MEETING ARE ASKED TO PLEASE NOTIFY SUSAN MARIUTTI, (705) 748-4861 ext. 227.
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A. Call to Order:

1. Opening Prayer: Diane Mather
2. Approval of Agenda
3. Declarations of Conflicts of Interest
4. Excusal from Attendance
R.A. That, _____ be excused from attendance at the September 28, 2017 Special Education Advisory Committee meeting.
5. Approval of the Minutes of the May 25, 2017 meeting (*A.5 attached*)
6. Business Arising from the Minutes

B. Recommended Actions/Presentations:

1. Remarks: Chairperson
2. Supporting Learning Through Applied Behaviour Analysis (ABA) (*Nancy Jones, Special Education Consultant*)
3. SEAC Goals for 2017-2018 School Year
4. Administrative Procedure AP 911 – Mandated Alternate Education Settings (*B.4 attached*)
5. Report from SEAC members

Michelle Montague
Kerry's Place Autism Services
Report attached.

Kelly Smigielski

Grandview Children's Centre

- New website is up and running, much more user friendly with easy access to specific programs depending on child's needs;
- Run Ajax will be held on Oct. 1st with proceeds going to Grandview Kids
- Grandview Kids Gala will be held on November 10th at Deer Creek Golf Course in Ajax
- Grandview was fortunate to be the lead recipient for last week's Tim Horton's Smile Cookie Campaign throughout Durham Region. 61 participating Tim Horton were selling the cookies, the full \$1 went to Grandview

Maria Castiglione

Community Representative

- November 9, 2017 - 'Helping Kids who Struggle with Attending School' guest speaker Dr. Kevin Nugent. *(Flyer attached)*

C. Information Items:

1. Notes from June 22, 2017 SEAC meeting. *(C.1 attached)*
2. Special Education Services Department 2017-2018 *(C.2 attached)*
3. Special Education Services facilitated Professional Learning 2017-2018 *(C.3 attached)*
4. Draft "Special Education in Ontario – Kindergarten to Grade 12" Plan & Resource Guide. (http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf) *(Copy enclosed with agenda)*

D. Old Business:

E. New Business:

F. Next Meeting:

1. Thursday, October 19, 2017
Boardroom, Catholic Education Centre
6:30 – 9:00 p.m.
2. Agenda Items:
3. Selection of Member for Opening/Closing Prayer

Future Meetings

Thursday, October 19, 2017
Thursday, November 16, 2017
Thursday, January 18, 2018
Thursday, February 15, 2018
Thursday, March 22, 2018
Thursday, May 17, 2018
Thursday, June 21, 2018
Tour/PD Session to be determined

G. Conclusion:

1. Closing Prayer: Diane Mather
2. Adjournment.



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE Mandated Alternate Educational Settings	ADMINISTRATIVE PROCEDURE NUMBER 911 (NEW)
Directional Policy Safe and Accepting Schools - 900	

TITLE OF ADMINISTRATIVE PROCEDURE:

Mandated Alternate Educational Settings

DATE APPROVED:

PROJECTED REVIEW DATE: 2022

DIRECTIONAL POLICY ALIGNMENT: Safe and Accepting Schools #900**ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The Mandated Alternate Educational Settings Administrative Procedures support our Vision for Achieving Excellence in Catholic Education through learning, leadership and service. This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel Values and Catholic Social Teachings;
- Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations;
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students;
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments; and
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

ACTION REQUIRED/GUIDELINES:

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board believes that effective learning environments must be safe for students, staff, parents, clergy, volunteers and visitors. In some cases the principal may need to prevent students from accessing the school or classes to ensure a safe environment for all, while maintaining appropriate programming and supports for all students.

Section 265(1)(m) of the Education Act R.S.O. 1990 indicates that one of the duties of the Principal is: “subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils”.

Program and Policy Memorandum 145 stipulates that Section 265 (1) (m) of the Act, frequently referred to as the “exclusion” provision, is not to be used as a disciplinary measure but is a short term measure to ensure the safety of students, staff and parents in the school.

Exclusion under Section 265(1) (m) is subject to appeal to the Board of Trustees.

Reasons for exclusion from school include medical conditions and behavioural concerns.

Medical Condition: In the case of exclusion due to a medical condition, the community partners are essential when making this determination. The local Public Health Unit may exclude a student from school and notify the school principal that such an action has already been decided, for example, in the case of communicable diseases.

Behavioural: Extreme behavioural concerns sometimes stem from needs that require exclusion of a student until more information is collected (e.g., report from a physician or psychologist) in order to plan an educational program that meets the student's needs. Sometimes there needs to be successful intervention from healthcare professionals before the student can return to school.

Excluding students based on behavioural concerns is not to be confused with the disciplinary provisions found in Part XIII of the Education Act. PPM145 (Progressive Discipline and Promoting Positive Student Behaviour) stresses the need to build on strategies to maintain student behaviours that are conducive to learning and that do not place anyone in the school at risk.

When considering exclusion, there must be conditions outlined in an exclusion letter (**Appendix A**) to parents/guardians/adult students to facilitate the student's return to school or another appropriate placement. The conditions need to be reasonable, realistic and in the best interest of the student. In some cases, the conditions can be modified as more information, for example a report from a medical practitioner, is

received. The school team, in communication with parents, is encouraged to meet frequently to review the status of the conditions. In some cases, the exclusion may overlap the end of one school year and the beginning of another school year, or may begin prior to entering school.

While the student is excluded from school, the school is still responsible to provide an educational program for that student. Schools will consult with the student (where appropriate), the parents and the Family of Schools Superintendent to explore options for alternative programming which could include out of school instruction or e-learning.

In order to appeal the decision to exclude a student, the parent/guardian or adult student must write to the Superintendent of Learning – Safe Schools, to include the specific reasons for the appeal, including why they believe that the exclusion should not have been imposed.

Appeals

- The adult-student or the student's parent/guardian/adult representative may appeal an exclusion. All exclusion appeals will be received by the Superintendent of Learning – Safe Schools.
- An appeal of an exclusion does not stay the exclusion.
- A person who intends to appeal an exclusion must give written notice of his/her intention to appeal the exclusion within ten (10) school days of the commencement of the exclusion.
- The Board of Trustees (the Board) must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).
- The parties in an appeal to the Board shall be the principal and the Family of Schools Superintendent (administration), and the adult student or the parent/guardian/adult representative (appellant).
- Exclusion appeals will be heard orally, in camera, by the Board of Trustees. An appellant may bring legal counsel, an advocate, or support person with them to the appeal.
 - The appellant will proceed first by making oral submissions regarding the reason for the appeal and the result desired.
 - The student will be asked to make a statement on his/her own behalf, if he/she chooses to do so.
 - The administration and/or legal counsel will make oral submissions on behalf of the Board, including a response to any issues raised in the appellant's submissions.

- The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the appellant.
- The Board may ask any party, or the student, where appropriate, questions of clarification.
- Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
- The Board will consider, based on the submissions of both parties, whether the decision to exclude was reasonable in the circumstances, and shall either:
 - Confirm the exclusion and its conditions; or
 - Confirm the exclusion and modify its conditions, as necessary; or
 - Quash the exclusion; or
 - Make an alternate appropriate order.
- The decision of the Board is final. The decision shall be communicated to the appellant in writing.

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- Ensuring the alignment of the Mandated Alternate Educational Settings Administrative Procedure with the Safe and Accepting Schools Directional Policy;
- Ensuring trustees who are in direct conflict of interest, or who have had any personal involvement in the matter prior to the appeal, excuse themselves from the Appeal Committee.

The Director of Education is responsible for:

- Establishing and implementing a multi-year strategic plan which reflects the Safe Schools Directional Policy, under which this administrative procedure falls;
- Overseeing implementation of the Mandated Alternate Educational Settings Administrative Procedures.

The Superintendent of Learning – Safe Schools is responsible for:

- Receiving exclusion appeals;
- Upon receipt of written notice of the intention to appeal the exclusion:

- promptly advising the school principal of the appeal;
- promptly advising the adult student or the parent/guardian that a review of the exclusion will take place, and invite the adult student or parent/guardian to discuss any matter respecting the incident and/or appeal of the exclusion;
- reviewing the exclusion (reason, duration, and any mitigating or other factors), in consultation with the principal and Family of Schools Superintendent;
- requesting a meeting with the adult-student or the parent/guardian and the principal to try to effect a settlement;
- where a settlement is not reached, providing notice of the review decision to the adult student or parent/guardian;
- arranging a date for the appeal before the Board;
- coordinating the preparation of a written report for the Board. This report will contain at least the following components:
 - A report of the rationale for exclusion and the program currently in place for the student, as prepared by the principal;
 - A copy of the original exclusion letter;
 - A copy of the letter requesting the exclusion appeal; and
 - A copy of the correspondence with respect to the decision of the Superintendent of Learning – Safe Schools regarding the exclusion review;
- informing the adult-student or the parent/guardian of the date of the exclusion appeal, providing a copy of this administrative procedure, a copy of the documentation that will go to the Board, and ensuring that the item is placed on the Board agenda.

Family of Schools Superintendents are responsible for:

- Assisting principals in the discernment process around the need to exclude;
- Assuring that principals have followed the Mandated Alternate Educational Settings Administrative Procedure;
- Attending appeal hearings with the school principal.

Principals are responsible for:

- Considering the school based and community based resources available, prior to determining that an exclusion is necessary. While the decision is ultimately the principal's, the input of information from the school team is vital;
- Consulting with their Family of Schools Superintendent;
- Meeting with the parents/guardians to discuss the process including reasons, conditions of return, the education plan, and review date of the exclusion;
- Writing the exclusion letter and copying it to recipients as outlined in the template letter;
- Providing for instruction. Students who are being excluded may require instruction in an alternate location. Transportation, if necessary, is the parent/guardian's responsibility.
- Regularly monitoring the status of the conditions as set out in the exclusion letter, keeping the lines of communication open with the parents/guardians, providing follow-up documentation to parents/guardians, if necessary;
- When conditions are met, planning to have the student return to the school with an appropriate transition plan as determined in consultation with the members of the school team; the Superintendent is to be involved, especially when there is a transition from elementary to secondary school; and
- Sharing the transition plan with the student, where appropriate, and the parents;
- Maintaining ongoing communication with all parties involved throughout the process.

Teachers and Support Staff are responsible for:

- Providing timely and tiered intervention and program to support all PVNC students;
- Ensuring that the school principal is aware of all interventions to support students in need, to allow for the most effective decisions to be made for the student and for the school community.

Parents/guardians are responsible for:

- Fulfilling their responsibilities as outlined in the conditions for their child's re-entry to the school;
- Keeping the school's administration apprised of any changes which would affect the student's re-entry plan to the school.

Students are responsible for:

- Fulfilling their responsibilities as outlined in the conditions for re-entry to the school.

PROGRESS INDICATORS:

- All stakeholders are aware of their rights and responsibilities in the Mandated Alternate Educational Settings Administrative Procedure.
- Use of the right to exclude under the Education Act is appropriate, consistent and transparent across all PVNC schools.

DEFINITIONS:

Adult Pupil means a pupil of the Board who is 18 years old or older or a pupil who is 16 or 17 and has removed him/herself from the care and control of his/her parent and/or guardian.

Appellant means an individual who has been refused admission to a school or classroom in a school pursuant to section 265(1)(m) of the Education Act and who has filed an appeal or that individual's parent/guardian or adult representative where the individual who has been refused admission is a pupil of the Board, but not an adult pupil.

In camera means not in public; private.

RELATED DOCUMENTS:

APPENDIX A – Template – Exclusion Letter

REFERENCES:

Education Act: Section 265(1) (m)

PPM 145 Progressive Discipline and Promoting Positive Student Behaviour

Regulation 472/07: Behaviour, Discipline and Safety of Pupils

Appendix A – Template – Exclusion Letter (on school letterhead)

Insert Date

DELIVERED BY MAIL

Insert Name and Address of Recipient

Dear **Insert Recipient's Name**:

The *Education Act*, Section 265 (1)(m) authorizes a Principal to refuse to admit to the school a person whose presence in the school would, in the Principal's judgment, be detrimental to the physical or mental well-being of the pupils, subject to an appeal to the school board.

After careful consideration and examination of the information, in my judgment **[Name of Student]**'s presence is detrimental to the physical and/or mental well-being of the pupils of **[Name of School]**. I am formally notifying you that **[Name of Student]**'s presence at **[Name of School]** is no longer authorized at this time. If he/she enters or remains on **[Name of School]** property, contrary to this notice, he/she may be charged with trespassing under the *Trespass to Property Act*.

The reasons for this exclusion are:

The conditions which must be in place in order for the student to return to school are:

The school will contact you to arrange for educational programming during the exclusion.

The progress toward meeting the conditions for re-entry will be reviewed on **[Insert Date]**. Should you have any information which would affect the re-entry to the school, please notify the school as soon as possible. The review date may occur earlier based on the information provided.

In order to appeal this exclusion, you may write to the Superintendent of Learning – Safe Schools of the **PVNC Catholic District School Board**. An appeal of the decision to exclude a student must be in writing and the notice of appeal must include the specific reasons for the appeal, including why the person who was excluded believes that the exclusion should not have been imposed.

Yours truly,

Insert Principal's Name

cc: Police Service (if applicable)
Family of Schools Superintendent
Superintendent of Learning – Safe Schools

Kerry's Place Autism Services is pleased to offer the following groups, trainings, camps and group learning sessions:

Group Learning Sessions:

A Parent's Guide to School Supports Wednesday September 20, 2017 6-8pm (Durham)

Are you overwhelmed by the jargon in the education system? Don't know an IEP from an IOU? This Group Learning Session will help you to understand how to navigate the school system to help you get your child the support he or she requires. Through presentation and discussion this session will help you to better understand available school support, IPRC's, IEP's, Safety Plans and the Special Equipment Amount (SEA).

Sensory Awareness Wednesday October 18, 2017 12:30-2:30PM (Durham)

Do you ever wonder how sensory needs affect people with an Autism Spectrum Disorder (ASD)? Do you see or experience behaviours that just don't make sense? It may be sensory related! Many people with an ASD process sensory information from the world around them differently from others. Come to this informative Group Learning Session to learn more about the sensory system and how it affects people with ASD every day. Create a 'Sensory Profile' and learn how to support yourself/your child day to day, with a variety of examples and sensory strategies.

Self Regulation Using the Zones Tuesday October 24, 2017 1-3pm (HKPR)

For most of us, controlling our emotions and body comes fairly naturally. However some people with self-regulation difficulties lack this innate ability to think through and succeed in everyday situations. Based on the Zones of Regulation program designed by Leah Kuypers, M. A. Ed., OTR/L, this group learning session aims to help individuals gain skills in the area of self-regulation. The learning activities are designed to help individuals recognize when they're in the different Zones (states of alertness/moods) as well as learn how to use strategies to regulate the Zone they are in. Zones' training provides strategies to teach individuals to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts. Practical ideas are provided that can easily be incorporated into most environments.

My Child Has an ASD Diagnosis - Now What? Thursday November 16, 2017 12:30-2:30pm (Durham)

This Group Learning Session is intended for families whose child has received a diagnosis of ASD in the past year. It is often difficult to find information and support regarding Autism; this session will focus on community resources, understanding ASD and what it means to you and your family.

Self Regulation Using the Zones Tuesday November 21, 2017 5:30-7:30pm (HKPR)

For most of us, controlling our emotions and body comes fairly naturally. However some people with self-regulation difficulties lack this innate ability to think through and succeed in everyday situations. Based on the Zones of Regulation program designed by Leah Kuypers, M. A. Ed., OTR/L, this group learning session aims to help individuals gain skills in the area of self-regulation. The learning activities are designed to help individuals recognize when they're in the different Zones (states of alertness/moods) as well as learn how to use strategies to regulate the Zone they are in. Zones' training provides strategies to teach individuals to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts. Practical ideas are provided that can easily be incorporated into most environments.

Intro to Autism Tuesday January 23, 2018 12:30-2:30PM (Durham)

Want to learn more about Autism Spectrum Disorder (ASD)? Come to this informative presentation to learn the basics about Autism and how it is diagnosed within the new DSM-V criteria. Participants will learn more about common features of ASD including Social Communication, Restricted & Repetitive Behaviour, Sensory Differences, and more. A great first step in your journey to becoming an Autism 'expert'!

Preparing for Camp Tuesday February 20, 2018 1-3pm (HKPR)

It's that time of year again when families need to start thinking about summer camp opportunities for their children. Enrolling children into a camp program provides them with fun, social, learning opportunities while giving parents some respite. Kerry's Place Autism Services invites you to attend our Preparing for Camp learning session. Topics that will be discussed include: Benefits of camp, What to look for in a summer camp, How to prepare your child for camp " and Finding and Paying for camp

Understanding Executive Functioning Tuesday March 6, 2018 12:30-2:30pm (Durham)

The ability to plan, organize, remember, initiate tasks, transition from one thing to another and manage our emotions are all related to EXECUTIVE FUNCTIONS. (EF) In many people with ASD, Executive Functions are impaired. People with this neurological challenge are labeled as difficult, willful, stubborn, but don't believe it. Those with Executive Dysfunction have to work incredibly hard just to get through the day. This Group Learning session will discuss this neurological difference that can make managing school such a challenge for children with autism.

Preparing for Camp Tuesday March 27, 2018 6-8pm (HKPR)

It's that time of year again when families need to start thinking about summer camp opportunities for their children. Enrolling children into a camp program provides them with fun, social, learning opportunities while giving parents some respite. Kerry's Place Autism Services invites you to attend our Preparing for Camp learning session. Topics that will be discussed include: Benefits of camp, What to look for in a summer camp, How to prepare your child for camp " and Finding and Paying for camp.

Groups:

Girl's Group September 25 – November 6, 2017 4:15-6:15pm

This group is for girls ages 11- 15 who can recognize & communicate her need for assistance, independently meet her own basic needs and will not wander from the group. The group will include a variety of activities including crafts, games and some community outings. There will be no group Oct. 9th.

Workshops:

Helping Extraordinary People do Extraordinary Things - Sept 15, 2017 9:30am - 3:30pm - Five Counties Children's Centre – 872 Dutton Road, Peterborough

Addressing the root causes of sensory, learning, cognitive, motor, social and behavioural issues. This workshop will give you a better understanding of perplexing behaviours, sensory processing, organizational issues, social interactions, speech and language delays, anxiety, attention and focusing challenges and other learning issues.

Special Education Advocacy: Everything You Should Know - Sept 19, 2017 9am - 3pm DAFRS 850 King Street, Oshawa

Special Education Advocacy: Everything You Should Know - Sept 27, 2017 9:30am - 3:30pm - Community Living Central Highlands- 205 McLaughlin Road Suite 200, Lindsay

This workshop is designed to provide parents, teachers, and service providers with the knowledge and information they need about the special education system in order to advocate effectively. Topics include: The IEP, Transition Plans, ABA methods, The Rules of Advocacy, The Special Education Program, The Duty to Accommodate, The School Meeting, Effective Negotiation, Preventing Conflict, Needs Statements, IPRCs and the Appeal Process.

What Doctors Don't Tell You and Teachers Don't Know: Understanding the world of the so-called 'high-functioning' Child on the Spectrum - Sept 30, 2017 10am - 4pm - UOIT/Durham College

There is just not enough understanding of what it means to be a cognitively capable, speaking person with autism. For example, it comes as a surprise to many parents that disorganization, chronic anxiety, the sleep disturbances, clumsiness, grooming, eating, exercising, and homework problems are part of the diagnosis.

This workshop aims to demystify autism, correct misconceptions and help parents understand dozens of common features of Autism that may be affecting the quality of life for their child or teen.

The presenters work toward changing understanding of ASD in order to change the way

parents approach challenges. Come to this workshop for an informative, entertaining, inspirational glimpse of life through the autism lens.

Understanding Challenging Behaviour Saturday October 21, 2017 10am-1pm (HKPR)

Challenging behaviour often exist because it is being inadvertently reinforced. This workshop will help participants understand the power of reinforcement and the reasons for challenging behaviours. This workshop will also provide participants with valuable evidence-based strategies to decrease challenging behaviours while at the same time increase desirable behaviour.

Communication & Behaviour Tuesday October 24, 2017 9:30am-12:30pm

This workshop will help individuals identify challenging behaviours and their impact on communication. As well, individuals will be introduced to strategies to target these behaviours and enhance communication effectiveness including the use of visual supports and strategies to become a better communication partner.

Grandparents and ASD Tuesday November 23, 2017 12:30PM-3:30PM (Durham)

This workshop will provide participants with a current understanding of ASD and the impact this diagnosis has on the family. Ways to support your children and keep open lines of communication as well as suggestions for connecting and establishing the best possible relationship with your grandchild will be covered. Participants will be provided with resources to find support for themselves and family members.

Communication & Behaviour Monday November 27, 2017 9:30am-12:30pm (Durham)

This workshop will help individuals identify challenging behaviours and their impact on communication. As well, individuals will be introduced to strategies to target these behaviours and enhance communication effectiveness including the use of visual supports and strategies to become a better communication partner.

Using ABA Strategies to Increase Independence Saturday December 9, 2017 9:30am-12:30pm (Durham)

The term Applied Behaviour Analysis (ABA) has become widely known, however in my experience people have different understandings of what this term means. In this workshop ABA strategies that can help strengthen skills of children with autism will be discussed. These strategies include; prompting, shaping, chaining and task analysis.

Online registration: <https://secure.kerrysplace.org/community>

Helping Kids who Struggle with Attending School

Dr. Nugent will review the various reasons why children and teens develop school anxiety, reluctance, and avoidance, and what kinds of assistance might benefit such students.

This presentation is for parents and family members as well as professionals who work with children and adolescents. There will be opportunity for questions and discussion.

Thursday, November 9, 2017

7:00 p.m. - 9:00 p.m.

Peterborough Public Health

185 King Street, Peterborough
Anstruther Room, Second Floor

No Charge. No Registration. Wheelchair Accessible.

Parking: Free parking is available in the King St. Parkade after 7:00 p.m.



Guest Speaker:

Dr. Kevin Nugent

Child and Adolescent Psychiatrist





Notes

II

The Notes of the Special Education Committee Meeting held on June 22, 2017 at 6:30 p.m. in the Boardroom of the Catholic Education Centre.

PRESENT

Members	Kelly Smigielski, Arlene Godby, Maria Castiglione, Ruth Ciraulo, Clare Paterson
Absent	Krista McEllestrum, Helen McCarthy, Michelle Montague, Shawna Belcourt, Laura Quibell, Debra Beauchamp
Administration	Diane Mather
Recorder:	Susan Mariutti

No Quorum for meeting tonight.

A. Call to Order:

1. Kelly called the meeting to order and asked Diane to lead the group in prayer.

B. Recommended Actions/Presentations:

1. Remarks: Chairperson
 - Kelly thanked members for their dedication and support of SEAC this year.
2. Autism Home Base Durham Inc.
 - Judy Mead, President & Founder and Amanda Massi, Community Outreach Lead, gave an Informative presentation on "Autism Home Base Durham", its formation, vision and programs.
 - Autism Home Base Durham is a social club for adults with Autism and the people who love them.
 - The Board will share this information with secondary schools who are asked to this information with parents of graduating ASD students.
 - More information can be found on their website www.homebasedurham.com or by calling 416-450-7716. Copy of brochure attached.
3. Mind, Body, Spirit Framework- *Stefani Burosh, Mental Health Lead*
 - Stefani highlighted the updates to the Board's mental health and well-being strategy which is dovetailing on the Board's strategic priorities;
 - Mine Body Spirit – Learn, Lead & Serve
 - Action plan to build awareness, build capacity and building culture
 - Final document will be posted to the Board's website in the fall.
 - Presentation attached

4. Education Accessibility Standard Engagement *Diane Mather, Principal Section 23/Special Education Resource)*

- Diane shared the following background information from the Ministry:
 - Ontario is committed to supporting the 'Accessibility for Ontarians with Disabilities Act' (AODA). The requirements help ensure that all students have access to the resources they need to learn
 - An inclusive education system is key to helping all children and students in Ontario reach their potential
 - The government is working to establish an Education Standard Development Committee (ESDC) and is looking to hear from the education sector on the potential scope of the committee's mandate. SEAC's input is valuable in shaping this important work.
- Diane reviewed the questions and a group response was submitted on behalf of SEAC.

5. Special Education Board Plan

- Diane highlighted the updates to the 2017 Special Education Board Plan
- A complete copy of the 2017 Special Education Board Plan can be found on the board's website or if you would like a hard copy let Susan know.

6. Report from SEAC Members
Included in agenda.

C. Information Items

D. Old Business

E. New Business

F. Next Meeting

1. Thursday, September 28, 2017
Boardroom, Catholic Education Centre
6:30 – 9:00 p.m.

Agenda Items: 1) Goals for the 2017-2018; members are asked to bring goals for SEAC for the 2017-2018 school year.

Selection of Member for Opening/Closing Prayer: Diane

G. Conclusion:

1. Closing Prayer: Diane closed the meeting with prayer.

Special Education Services Department

C.2

2017 – 2018

Anne Marie Duncan
Superintendent of Learning,
Special Education, Mental Health & Well Being & Accessibility

Susan Mariutti
Administrative Assistant

Principal Section 23 / Special Education Consultants

Staff Member	Responsibilities
Diane Mather Principal of Section 23 System Support for Special Education	<ul style="list-style-type: none"> ✓ Care and Treatment Program – Section 23 ✓ Coordinator of Special Education Professional Development ✓ System Support for Special Education ✓ Accessibility Plan and Accessibility for All Committee Chair ✓ Accessibility Visits/Reports related to SEA ✓ Four Counties for Kids Integrated Planning Committee ✓ Peterborough Planning Table ✓ Performance Appraisals for Department CUPE and OECTA ✓ Self-Regulation Central Lead Team Member ✓ Special Incidence Portion (SIP) Funding Lead ✓ Durham Community of Practice ✓ 'A Home Away' Committee ✓ Perinatal Service Providers Committee ✓ Community Wellbeing Advisory Network Committee ✓ STAY Committee ✓ Elementary Athletics Committee Chair ✓ Healthy Schools, Healthy Schools Network Committee
Nancy Jones Special Education Consultant St. Francis of Assisi CES, Newcastle St. Anthony CES, Port Hope Holy Trinity CSS, Courtice St. Mary CES, Grafton St. Mary CSS, Cobourg St. Joseph CES, Cobourg Notre Dame CES, Cobourg St. Michael CES, Cobourg	<ul style="list-style-type: none"> ✓ Resource IEP with Assigned Schools ✓ Exceptionality: Autism and Behaviour for Assigned Schools ✓ Autism Spectrum Disorder ✓ Applied Behaviour Analysis ✓ Kinark School Support Program (SSP); ASD Consultants ✓ Snoezelen Rooms ✓ Post Secondary Transition ASD ✓ Centre for Autism Spectrum Assistance (CASA) ✓ Self-Regulation Central Lead Team Member ✓ Supporting Collaborative Inquiries
Karen Stoker Special Education Consultant St. Alphonsus CES, Peterborough St. Paul CES, Lakefield St. John CES, Peterborough Msgr. O'Donoghue CES, Peterborough St. Anne, CES, Peterborough Immaculate Conception CES, Peterborough St. Paul CES, Norwood St. Teresa CES, Peterborough Holy Cross CSS, Peterborough	<ul style="list-style-type: none"> ✓ Resource IEP with assigned schools ✓ Exceptionality: Learning Disabilities and Behaviour for Assigned Schools ✓ Empower Programs ✓ Elementary Bullying & Cyberbullying Prevention ✓ Rainbows[®] ✓ Sagonaska Applications Intake and Liaison ✓ Fetal Alcohol Spectrum Disorders (FASD) ✓ Community Threat Assessment ✓ Self-Regulation Central Lead Team Member ✓ Supporting Collaborative Inquiries ✓ FASD Committee Peterborough

Staff Member	Responsibilities
Nicole Twohey Special Education Consultant St. Dominic CES, Lindsay St. John Paul II CES, Lindsay St. Mary CES, Campbellford St. Joseph, CES, Douro St. Mary CES, Lindsay St. Luke CES, Downeyville St. Catherine CES, Peterborough St. Paul CES, Peterborough St. Thomas Aquinas CSS, Lindsay St. Peter CSS, Peterborough	<ul style="list-style-type: none"> ✓ Resource IEP with assigned schools ✓ Exceptionalities: Speech Impairment; Language Impairment and Behavior for Assigned Schools ✓ Specialized Equipment Amount (SEA) Funding & Assistive Technology ✓ Speech Language Services and contracts ✓ EQAO Resource/Secondary OSSLT on line ✓ Special Education On-Line Forms (SEOS) ✓ Maplewood link with IT ✓ City of Kawartha Lakes Planning Table Liaison ✓ Accessibility for All Committee ✓ Self-Regulation Central Lead Team Member ✓ Supporting Collaborative Inquiries
Laura Carson Special Education Consultant St. Patrick CES, Peterborough St. Joseph CES, Bowmanville Monsignor Leo Cleary CES, Courtice Good Shepherd CES, Courtice St. Mother Teresa CES, Courtice Holy Family CES, Bowmanville St. Stephen CSS, Bowmanville St. Elizabeth CES, Bowmanville St. Martin CES, Ennismore	<ul style="list-style-type: none"> ✓ Resource IEP with assigned schools ✓ Exceptionalities: Deaf/Hard of Hearing, Blind, Physical, Mild Intellectual, Developmental Delay, Multiple, Gifted and Behaviour for Assigned Schools ✓ Trent/Queen's Enrichment Liaison ✓ Assessment for Learning ✓ Athletics for Elem. students with special needs/Have a Go ✓ Self-Regulation Central Lead Team Member ✓ Supporting Collaborative Inquiries ✓ Renewed Math Strategy Central Lead Team ✓ Learning Council

Special Education EA Supervisor & Itinerant Special Education Support Staff

Staff Member	Responsibilities
Anne Parco EA Supervisor	<ul style="list-style-type: none"> ✓ Supervisor of Itinerant Special Education Support Staff ✓ Special Education Support Staff hiring, support at school and system level ✓ BMS Trainer ✓ Compassion Fatigue Trainer
Kathleen Hickey Joe Monardo Itinerant Special Education Support Staff for Peterborough City, County, & CKL	<ul style="list-style-type: none"> ✓ Collaborate with Educational Assistant Supervisor and other Special Education Department staff members in the development of strategies to support school special education resource teams. ✓ Assist school special education resource teams in the implementation of strategies to support students and staff.
Maureen Partridge Iman Deal Itinerant Special Education Support Staff for Clarington & Northumberland	<ul style="list-style-type: none"> ✓ Collaborate with Educational Assistant Supervisor and other Special Education Department staff members in the development of strategies to support school special education resource teams. ✓ Assist school special education resource teams in the implementation of strategies to support students and staff.

Speech Language Pathologists

Staff Member	Responsibilities
Emily Leroux Speech Language Pathologist	St. Dominic CES including CASA Holy Cross CSS including CASA St. Mary CES (CKL) St. Luke CES St. John Paul II CES St. Martin CES St. Paul CES (Lakefield) St. Anne CES St. Patrick CES Msgr. O'Donoghue CES Immaculate Conception CES
Lisa Virtue Speech Language Pathologist	St. Mary CSS including CASA St. Joseph CES (Cobourg) including CASA St. Michael CES St. Mary CES (Campbellford) St. Mary CES (Grafton) Notre Dame CES Msgr. Leo Cleary CES Holy Family CES St. Anthony CES Self-Regulation Central Lead Team
Jacqueline Angione (0.5) Speech Language Pathologist	St. Catherine CES St. Alphonsus CES including CASA St. Thomas Aquinas CSS including CASA St. Peter CSS St. John CES St. Paul CES (Peterborough) St. Teresa CES
Elizabeth McCarney Speech Language Pathologist	Holy Trinity CSS including CASA St. Stephen CSS St. Francis of Assisi including CASA St. Joseph CES (Bowmanville) Good Shepherd CES St. Mother Teresa CES St. Elizabeth CES St. Joseph CES (Douro) St. Paul CES (Norwood)

Psychology

Staff Member	Responsibilities
Dr. Cynthia Chan Reynolds Psychologist	Holy Cross Catholic Secondary St. Peter Catholic Secondary St. Thomas Aquinas Catholic Secondary Holy Trinity Catholic Secondary St. Mary Catholic Secondary St. Stephen Catholic Secondary Mental Health Mental Health First Aid Trainer Self-Regulation Central Lead Team
Stefani Burosch Mental Health Lead	Supervisor of Safe Schools Social Workers Ontario Mental Health and Addictions Strategy Self-Regulation Central Lead Team Safe Talk Trainer
Alicja Lech Psychometrist	St. John, Peterborough St. Catherine, Peterborough St. Alphonsus, Peterborough Msgr. O'Donoghue, Peterborough St. Teresa, Peterborough St. Martin, Ennismore St. Paul, Lakefield St. Joseph, Douro St. Patrick, Peterborough Self-Regulation Central Lead Team

Staff Member	Responsibilities
Beth Herrington Psychometrist 2 Registered Psychological Associate	St. Francis of Assisi, Newcastle St. Mother Teresa, Courtice St. Joseph, Bowmanville Msgr. Cleary, Courtice St. Elizabeth, Bowmanville Holy Family, Courtice Good Shepherd, Courtice Safe Talk Trainer
Kerrie McFadden Psychometrist 2 Registered Psychological Associate	Immaculate Conception, Peterborough St. Paul, Peterborough St. Mary, Grafton St. Michael, Cobourg St. Anne, Peterborough St. Mary, Campbellford St. Joseph, Cobourg Notre Dame, Cobourg St. Anthony, Port Hope Safe Talk Trainer Self-Regulation Central Team
Darlene Abraham (0.5) Psychometrist	St. John Paul II, Lindsay St. Dominic, Lindsay St. Luke, Downeyville St. Mary, Lindsay St. Paul, Norwood Mental Health First Aid Trainer Safe Talk Trainer
Social Workers	
Staff Member	Responsibilities
Jane Marner Social Worker	St. Mary Catholic Secondary ,St. Mary (Campbellford), Notre Dame, St. Joseph (Cobourg), St. Michael, St. Mary (Grafton) and St. Anthony Office at St. Mary Catholic Secondary
Aimee Yetman Social Worker	Holy Cross Catholic Secondary, St. Patrick, St. Paul (Norwood) St. John, St. Catherine, St. Alphonsus, Msgr. O'Donoghue , Office at Holy Cross Catholic Secondary
Sandra Shearer Social Worker	St. Peter Catholic Secondary, St. Paul (Peterborough), St. Joseph (Douro), St. Paul (Lakefield) & St. Martin. Office at St. Peter Catholic Secondary Self-Regulation Central Team
Kelly Wills Social Worker	Holy Trinity Catholic Secondary, Good Shepherd, St. Mother Teresa, St. Anne, & Msgr. Leo Cleary. Office at Holy Trinity Catholic Secondary Safe Talk Trainer
Lisa Stevens Social Worker	St. Thomas Aquinas Catholic Secondary, St. John Paul II, St. Dominic, St. Luke, St. Mary (CKL), St. Teresa, and Immaculate Conception. Office at St. Thomas Catholic Secondary
Grace Wildeboer Social Worker	St. Stephen Catholic Secondary, St. Elizabeth, Holy Family, St. Francis & St. Joseph (Bowmanville) Office at St. Stephen Catholic Secondary

Attendance Counsellor

Staff Member	Responsibilities
Carol Sinacori	Support students/families/schools in the development and implementation of a school attendance plan within a school setting or other appropriate Alternative Education settings

Special Education Services Teachers

Staff Member	Responsibilities
Eric Hansen Teacher of the Deaf/Hard of Hearing	Direct instruction for students who are deaf/hard of hearing. Indirect program support for students who are deaf/hard of hearing/CAPD. Specialized Equipment to support deaf/hard of hearing/CAPD students
Ann Lanz Teacher of the Blind	Direct instruction for students who are blind/visually impaired. Specialized Equipment to support blind/ visually impaired students. Indirect program support for students who are blind/visually impaired.
Sharon Davenport Itinerant Teacher for Autism Support	Assisting in developing interventions, functional behavior assessments and behavior plans for the purpose of providing a safe and inclusive educational environment for students with ASD Providing in-service and support to teachers, principals and special education support staff build capacity as the province transitions to the Ontario Autism Program; Leading work teams and facilitating professional development opportunities for staff around diverse ABA strategies and effective transitions for students with autism; Consulting with school team, attend meetings and provide consultative support to school transition teams and families as requested.

Braillist

Staff Member	Responsibilities
Heike Polley Braillist	Providing braille curriculum documents for all tactile learners

Special Education Support Staff

Staff Member	Responsibilities
Penny Rochetta Special Education Secretary	Secretarial support to Special Education Services staff
Nicole Herlihey (0.5) Specialized Equipment Clerk	Orders, tracks, and maintains database of specialized equipment (SEA)

updated at August 29, 2017

PVNC Special Education Services facilitated Professional Learning 2017-2018

PD Days and themes:

- September 29, 2017: Occupational Health and Safety Training (half day); Student Achievement/Student Success (half day); Board and School Improvement Plans
- principals may request half-day presentations from Spec Ed staff, from the list below
- October 27, 2017: Faith Day – school-based
- November 24, 2017: Improve or Close gaps in Student Achievement and Numeracy; FDK Planning
- LD and Math presentation for SERTs, one at CEC, one at St. Stephen Secondary, in the afternoon, other Spec Ed presentations available in the morning
- February 2, 2018: Elementary and Secondary: Assessment and Reporting
- April 20, 2018: Secondary only, Safe and Inclusive Schools (half day), Special Education (half day)
- PD from PD options, consultants at secondary schools
- May 4, 2018: Teacher Development/Instructional Leadership, Teacher Inquiry and Reflective Practice
- Student Profiles, all SERTs, central, morning, then live-streamed Dr. Kristin McLeod at 12:30pm, "Building Resilience Through the Trauma Lens", in the afternoon
- June 8, 2018: Elementary only, Assessment and Reporting

Options for PD: webinars (TBA - IEP writing, synchronous, after school, possibly Oct. 3rd), after-school PD, PD days, pull-outs (release time), CIs, lunch and learns

Options for PD presentations at the school level:

Special Education Consultants:

- IEP writing 101, including data-driven goals, transitions, assistive technology, student voice
- assistive technology (Pam and Alie)
- LD and Math
- Spec. Ed.101 (for teachers or for administrators)
- DI and Exceptional Students
- FASD
- Supporting DD/MID students
- Data Collection
- ASD 101 (Nancy, Jen Krumins)
- Google Classroom
- Visual Schedules (Anne, Sharon)

Speech Language Pathologists:

- SLP services at PVNC
- Language Impairments (general)
- Language and Behaviour
- How to use visuals to support language in the classroom
- ASD (communication, behaviour, and strategies)
- Language Impairment in the Secondary School
- Communication and Self-Regulation
- Language Impairment vs. Learning Disability (presented with Psychology)

Psychology, Mental Health Lead:

- LD, MID, DD - differences in students' presentation
- Self Regulation
 - Relationship-based strategies (Anne, Stefani, Sharon)
 - Co-regulation and behaviour (Anne, Stefani)
 - Self-regulation tools
 - Inquiry-based strategies for implementing self-reg approaches in schools and classrooms
- Executive functions
- FASD
- LD vs LI (with SLPs) and the IEP
- Demystifying psych reports
- Accommodations vs modifications
- LD and advocacy
- Safetalk (Darlene, Beth, Kerrie)
- Mental Health First Aid (Cynthia, Darlene; 2 days)

Social Work, Attendance Counsellor, Support Staff Supervisor, Itinerant Spec. Ed. Support Staff:

- Suicide Prevention and Intervention Protocols
- Community resource support and access
- Restorative circles
- Kindness presentation
- Safetalk (Kelly, Stefani)
- Mental Health First Aid (Ray, Cynthia and Darlene; 2 days)
- Mentally Healthy Classrooms module (SMH ASSIST)

- Anxiety Module (SMH ASSIST)
- Trauma-informed classrooms module (SMH ASSIST)
- Mindfulness
- Compassion Fatigue -Strategies for school (Anne)
- Student Engagement - Jack.org (Stefani)
- Foundations 1 online course with the MEHRIT Centre

Target Groups	Topics
Special Education Support Staff (EAs, ASDWs)	<p>September 29 PA day</p> <ul style="list-style-type: none"> • BMS - recertification, regionally, half day, and all RECEs full-day (Anne and team) <p>November 24 PA Day</p> <ul style="list-style-type: none"> • Back safety (half day) and personal wellness (half day), regionally (Anne and team) <p>February 2 PA Day</p> <ul style="list-style-type: none"> • FASD, LI and role in behaviour, half-day, regional, (consultants, SLPs) <p>April 20 PA Day</p> <ul style="list-style-type: none"> • Safe Talk, social workers to present, 3 hours, in each high school, morning <p>May 4 PA Day</p> <ul style="list-style-type: none"> • Advocacy skills and other best practices, by region, by itinerant SESSs, half-day morning; Kristin McLeod live stream, half day, afternoon, starting 12:30pm <p>June 8 PA Day</p> <ul style="list-style-type: none"> • BMS recertification, full day (Anne and team)
SERT Meetings	<p>September 13 - NEW SERTS only</p> <ul style="list-style-type: none"> • Special Ed 101 • SRT Screening Tool • Google Read and Write <p>October 18</p> <ul style="list-style-type: none"> • AM: De-mystifying the LD, MID, DD Psych Ed (Darlene) • PM: FASD (Sheryl Over) <p>February 27</p> <ul style="list-style-type: none"> • AM: Language Checklist, De-mystifying the LI report (Lisa Virtue) • PM: Language and Behaviour (Lisa Virtue), Google Read and Write for vocab (Pam Switzer and Alie Harvey) <p>May 17</p> <ul style="list-style-type: none"> • AM: What goes in writing 101

	<ul style="list-style-type: none">• PM: ABA (Sharon and Nancy)
Principals, Vice Principals	<p>Principal PD Days: September 20, May 2</p> <ul style="list-style-type: none">• BMS training, role of the SERT• Legal issues in Spec Ed, ABA principles <p>VP PD Day: October 4</p> <ul style="list-style-type: none">• BMS, ABA principles
Secondary Curriculum Chairs	<ul style="list-style-type: none">• Meeting dates: