



**Minutes of the Special Education  
Advisory Committee Meeting**

**Wednesday, February 7, 2018  
4:00 pm – Maitland Room  
Avon Maitland Education Centre**

**Voting Members/**

**Alternates Present:** T. McGregor, K. Morrison, D. Pratley, S. Lee, C. Bennewies,  
K. Fox, R. Hunking, T. Sparling, D. Barkley

**Non-Voting Members:** R. Lovell (via phone), H. Finch

**Staff Present:** M. Pfaff, K. Black

**Member Regrets:**

**Presenters:** J. Lerner (via conference call), M. Pfaff

**Recorder:** D. Gingerich

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**1.0 Routine Matters**

**1.1 Approval of the February 7, 2018 Agenda**

Moved by D. Barkley seconded by K. Fox  
That the agenda be approved as amended.  
**CARRIED**

**1.2 Approval of the January 10, 2018 SEAC Minutes**

Moved by C. Bennewies seconded by S. Lee  
That the minutes be approved as amended.  
**CARRIED**

**2.0 Business Arising from the Minutes**

**2.1** Question about future meetings from K. Black. C. Carter has requested to call in to the May 9<sup>th</sup> meeting. Committee is acceptable with that as per K. Morrison.

**3.0 New Business**

**3.1 Interim Plan for Special Needs Strategy – Jenny Lerner from Thames Valley Children’s Centre (via conference call)**

Handout: “Changes to Therapy Services in Publicly Funded Schools” (April 1, 2018) J. Lerner is the Manager of Interim School Therapy Program at Thames Valley Children’s Centre (TVCC). TVCC is a children’s rehabilitation centre that provides services from early childhood to older children. The goal of School Therapy (OT, PT and SLP) is to maximize a student’s ability to attend & participate at school. School Therapy involves: consulting with school teams to provide strategies & recommendations; assessing school environments and providing purchase information as needed; training staff to use equipment. School Therapy is short term and stops when goals for the student are met. It

can re-start if there are new goals. Students who received Preschool Therapy may not receive School Therapy, depending on the need. Currently, for every 6 children receiving therapy, there are 4 waiting for service.

Process to request School Therapy before April 1<sup>st</sup>: School Principal refers to the LHIN (CCAC), LHIN Care Coordinator determines eligibility, LHIN uses four different agencies (of which TVCC is one) to provide the OT, PT or SLP service needed.

Process to request School Therapy after April 1<sup>st</sup>: Principals will make referrals directly to TVCC, who will determine eligibility which agency will provide the requested service. Schools will be given TVCC referral forms, OT/PT/SLP specific screening tools, the Client Fact Sheet and Consent & Authorization to Share form, which are completed by parents. The information provided by parents and school will aid in determining the urgency of the student's need. TVCC will directly contact parents if children are on the wait list.

TVCC will have a learning module for Principals to share with staff on this new process. The forms will also be available online. TVCC is hoping to have the module available by March 1<sup>st</sup> to roll out to schools. The new referral process begins April 1<sup>st</sup>.

Staying the same after April 1<sup>st</sup>: LHIN will continue to be involved with private schools, nursing at school and home and OT, PT and SLP therapy at home. The amount of money allocated for therapy sessions remains the same. Service provider agencies, eligibility for service, School Board SLPs, the waitlist, and other TVCC services will also remain the same.

Why the change? The intent is to improve rehabilitation services for children. An Ontario-wide working group is determining the longer term plan "Ontario Special Needs Strategy – Integrated Rehabilitation" This short term plan is an interim step which will last about a year, and is making some changes that need to be made first.

For students in JK, the Preschool SLP makes a direct referral for School SLP services. Sometimes a student can receive both School SLP services and Preschool SLP services, depending on the situation. Consultation with School SLP is needed. For students in SK and higher grades, services are provided by School SLP. TVCC can be contacted for students with moderate to severe difficulties.

When a child is transitioning to school, parents/caregivers should discuss the anticipated needs and eligibility for School SLP services with the Preschool SLP. The child's needs should also be shared with the school.

### **3.2 Feedback from January SEAC Event – Vice-Principal Pfaff**

Handout. There were a number of community partners in attendance, with multiple tables explaining their services. Ten formal surveys were completed. It is estimated that approximately 14 families attended. Note: add FE Madill to the list of schools that families are connected to. Most indicated that they learned of the event from a school invitation. All felt that the presentations were relevant. 90% indicated that they would participate in another parent information event. Survey results showed many positive impacts for those who attended, including strategies to implement with their children, learning about available resources and agencies to support their children. Attendees gave several ideas of topics to cover in the future. Overall, attendees were thankful for the informative evening.

Discussion: Could something like this also take place in the northern part of the Board in the fall? Some families travelled from as far as Lucknow. It was good to see the community partners and agencies interact and network with each other. Some administrative staff at the event took pamphlets home and shared with parents at their schools. This shows the need for this type of event.

### **3.3 Sharing the Learning – Exploring Learning Disability Profiles and the IEP in the Context of Math – Vice-Principal Pfaff**

Handouts: Figure 5. The Tiered Approach, Waterfall chart. This presentation has been shared with all elementary Principals and their school teams which consists of a math teacher and resource teacher. EQAO data shows that AMDSB students are doing well in Reading and Writing, but lower in Math. Students with a learning disability also show lower data. In the presentation, attendees worked with the cognitive domains on an assessment to show how their learning profile affects them in mathematics. Participants looked next to the IEP to find the common thread and use the student strengths to support the student needs. Using the Waterfall document allows teachers to pinpoint specific strategies to benefit their students.

In IEP language, an accommodation is something that is put in place so a student can access the curriculum. i.e. glasses, text to voice. A modification means we look at the curriculum expectations and make a change in what we expect the student to know and be able to do.

Discussion: How is this information shared with schools? Resource teachers use this learning in their IEP review. Principals share this learning at staff meetings and PLCs in their schools.

If a student is struggling in math, they are put into easier math. We tend to stream students to do the math they can be successful at. How do we involve secondary teachers in writing IEPs?

This presentation was an example of the work going on in the board in mathematics curriculum and pedagogical learning as well as a focus on students with Learning Disabilities at the elementary level. Other work is happening at the secondary level particularly in Applied Courses. An agenda topic would be to look at the Renewed Math Strategy (RMS) to see the many reaches of that work.

### **3.4 Calendar of Events – Vice-Principal Pfaff**

The following is a list of professional development that Learning Services has provided to staff:

Empower: for elementary and secondary resource teachers teaching Empower  
Dr. Quill: for Learning for All coaches, Speech & Language pathologists and the Autism team

ABA/SST Group Support: for school teams

New SERT workshop: for resource teachers who are new to their role

Hearing Loss Awareness workshop: for school staff working with students who have hearing loss

Low Vision Awareness workshop: for school staff working with students who have low vision

Assessment Training: for resource teachers who are new to completing assessments

Secondary Student Transition: for secondary special education department heads

Strive Training: for the Strive CYW staff

Ross Greene Intensive work: for the 6 schools who are doing intensive work

Resource Teachers: for resource teachers, a Year 1 group and a Year 2 group

Symposium Update: Choosin Inclusion – for secondary students and school staff teams, on February 21, 2018. Keynote speakers are Norman Kunc and *Me to We*.

Discussion: Does our PD coincide with what is being taught in teacher's college? There used to be one Special Education course that teachers took; now there are four. Many new teachers take additional qualification courses after graduating. They are often choosing Spec Ed AQ courses. This list shows the PD that staff are called out to attend. It does not list the PD that takes place between coaches, consultants and other as they collaborate in the schools.

### **3.5 Community Living Ontario Survey “If inclusion means everyone, why not me?” – T. McGregor**

Link to survey: <http://archdisabilitylaw.ca/sites/all/files/Media%20Release%20-%20Ontarios%20Education%20System%20is%20Failing%20Students%20with%20Disabilities.doc>

Media release was today for the above survey. The survey involved Community Living Ontario, Western University, Brock University plus additional organizations. Approximately 300 parents of children with disabilities were

surveyed. Preliminary results show that students with disabilities are still facing some barriers in their education.

Discussion followed:

- Where we are at in our survey? Vice Principal Pfaff explained that our Brock research is in active mode; preparations are being made for the next phase of our research.
- When we look at a survey like this, we need to note that inclusion looks different in different places. Difficult to draw any major conclusions. The researchers in that survey and in our research are some of the same.

#### **4.0 Trustee Board Report**

Trustee Pratley reported the board saw an increase of 271 students which translates into more staff. More EAs have been hired. Rural and Northern Boards Ministry funding is used throughout the board, including supports to Learning Services: low German translator; sections for CASE; Equity event funding; expansion of the Strive program in two schools.

#### **5.0 Association Reports**

Huron Perth Centre: Will be posting the 40<sup>th</sup> Anniversary video on their website. HPC is just starting to weigh in on the parent and caregiver survey. They are looking forward to hearing lots of feedback since the survey is anonymous. SEAC may be interested in a presentation on the results. HPC is also wrapping up their new strategic plan.

Community Living – Stratford & Area: They have not received word on their grant application yet. They will find a way to run their summer program and will be in schools during Reading week.

Community Living – St. Marys & Area: Received accreditation. A group of youth in the Stratford & St Marys area have formed a group called Include to Improve. They meet to talk about what inclusion looks like in the community. The group is open to students in grades 7-12.

Foundations Huron: The Heartwarming Lunch is Friday, February 9, 2018. Lunches are delivered to Seaforth. This is the second year of partnering with the Dave Mounsey Foundation. Dream Big event is on May 10, 2018 at the Libro Centre in Clinton. Speakers are: Sam Forbes (also known as the dancing barista, works for Community Living in Toronto), and Nicole Flynn (artist, athlete, advocate). K. Fox will forward a flyer when it's available.

Learning Disabilities Association of Ontario: K. Morrison brought forward a question from LDAO; What does community and organizational input look like as it pertains to the Transformation memo dated November 29, 2017?

## **7.0 Future Agenda Items**

- Orientation for SEAC members
- Information on what's happening in schools
- Ontario Autism Program presentation – Sue Wiffen and K. Fox
- Follow up to K. Morrison's Transformation query

## **8.0 Date of Next Meeting**

- March 7, 2018

### **Future Meetings:**

- April 4, 2018
- May 9, 2018 (**Second Wednesday of the month.**)
- May 30, 2018 (Budget review)
- June 6, 2018 (Budget approval)

**These dates will be posted on the Board website.**

## **9.0 Adjournment**

Moved by T. Sparling to adjourn.

The Special Education Advisory Committee meeting is adjourned at 5:55 pm.

**Committee Members  
2017 – 2018**

<b>Voting Members</b>	<b>Non-Voting Members</b>	<b>Alternate Members</b>
Karen Morrison - Chair <i>Learning Disabilities Association of Ontario</i>	Ruth Lovell <i>Elementary Principal Rep</i>	
Katie Fox – Vice Chair <i>Foundations Huron</i>	Helena Finch <i>Secondary Principal Rep</i>	Mary Lynn MacDonald <i>Member at Large</i>
Robert Hunking <i>Trustee</i>	Kim Black <i>Superintendent of Education</i>	Lynette Geddes <i>Trustee</i>
Doug Pratley <i>Trustee</i>	Missy Pfaff <i>Vice Principal</i>	Colleen Schenk <i>Trustee</i>
Terri Sparling <i>Huron Perth Centre</i>	Jane Morris <i>Superintendent of Education</i>	Val Milson <i>Huron Perth Centre</i>
Stephanie Lee <i>Community Living – St. Marys &amp; Area</i>		Jennifer Costello <i>Community Living St. Marys &amp; Area</i>
Trevor McGregor <i>Community Living – Stratford &amp; Area</i>		Peg Huettlin <i>Community Living Stratford &amp; Area</i>
Doris Barkley <i>Autism Ontario</i>		
Carol Bennewies <i>Member at Large</i>		
Marty Krebs <i>Member at Large</i>		