



# SEAC

## Minutes of Meeting

### Thursday, April 12, 2012

**D.9.(b).12.**

MEMBERSHIP	IN ATTENDANCE	REGRETS
<b>Local Associations – Representatives with Alternates</b>	<b>Association for Bright Children</b> – Dina Quigg <b>Autism Society of Ontario</b> – Valerie Price <b>Community Living</b> – Rosemary Couture <b>Council for Exceptional Children, Chapter 81</b> – Huber Van Niekirk (Alternate) <b>Epilepsy Support Centre</b> – Mary McDonald <b>Learning Disabilities Association London Region</b> – Mary-Lou Van Berkel <b>London Down Syndrome Association</b> – Angela Janssen <b>Ontario Association for Families of Children With Communication Disorders</b> – Michelle Ryan <b>Parents for Children’s Mental Health</b> – <b>Views for the Visually Impaired</b> –	
<b>Community Representatives</b>	<b>Thames Valley Children’s Centre</b> – Carrie Laskey <b>Children’s Aid Society</b> – Kim Bond	
<b>District School Council Liaison</b>		
<b>System Representatives</b>	Marlene Hanna Evelyn Paparella	
<b>Administration</b>	Tamara Nugent, Gary O’Donnell	
<b>Trustees</b>	Sandra Cruz	Roy Mantle
<b>Guests</b>	Shelley Paulter	
<b>Recorder</b>	Tamara Nugent	
<b>Prayer</b>	All	

Standing Items	Discussion	Action	Responsibility/ Timeline
1. Opening Prayer and Approval of Agenda		That the agenda be approved. Moved by: M. Mc Donald Seconded by: H. Van Niekirk.	
2. Approval of Minutes of Thursday, March 8, 2012		That the minutes be approved. Moved by: D. Quigg Seconded by: A. Janssen	
3. Business Arising from the Minutes	The working committee for the Public Consultation met. Report is included on the Agenda.		



6. Association Reports	<p><b>Epilepsy Society</b> It was noted that Word Q is available in French. OSAPAC Software. Insert link GoQ Canada <a href="http://www.goqsoftware.com/en/">http://www.goqsoftware.com/en/</a> Speak Q and Word Q</p> <p><b>CADDA</b> Information. Insert link 10 spots will be paid through LDCSB District School Council <a href="http://www.autismontario.com/Client/ASO/AO.nsf/object/CADDA2012/\$file/CADDA+2012+Conf.pdf">http://www.autismontario.com/Client/ASO/AO.nsf/object/CADDA2012/\$file/CADDA+2012+Conf.pdf</a></p> <p><b>Council for Exceptional Children</b> Nomination for Personal Improvement Award are being accepted. Criteria – student must be identified with a Ministry exceptionality and be graduating from either Elementary or Secondary. There is potential for on award winner from each school in the District.</p> <p><b>“Everyone Belongs In My School”</b> - April 28<sup>th</sup>, 2012 joint LDCSB and TVDSB parent engagement initiative. To be hosted at TVDSB Board Office. Keynote speaker Jacqui Specht (chair of LDCSB SEAC) will speak on the topic of <i>“Inclusion in Education from a Parent’s Perspective”</i> Lunch will be provided. See attached flyer.</p>	<p>e-mail Mary Lou Van Berkel, District School Council, Parent Involvement Committee Chair to reserve tickets</p> <p>e-mail Mary Lou Van Berkel, LDCSB District School Council, Parent Involvement Committee Chair to reserve tickets</p>	
<b>Program Items</b>	<b>Discussion</b>	<b>Action</b>	<b>Responsibility/ Timeline</b>
7. <b>Special Education Plan Section 2</b>	Section 2 2.6 “Specialized Health Supports”, plus Appendix 6.3, Section 2.7 “Categories and Definitions of Exceptionalities” plus Appendix 6.4 and Section 2.8 “Special Education Placements” were reviewed. Suggestions were received and T. Nugent will amend the respective areas according to discussion and notes taken.		
<b>Action Item</b>	<b>Discussion</b>	<b>Action</b>	<b>Responsibility/ Timeline</b>
8. Presentation to Board of Trustees DRAFT Power Point Presentation	Meeting with the Board of Trustees is scheduled for Monday April 23, 2012 – 6 - 7 p.m. The PPT for Trustees was reviewed. Members of SEAC were assigned specific sections.	Revise Notes Section and send forward to SEAC members.  SEAC members are requested to meet in the Boardroom at 5:45 p.m.	G. O Donnell by April 23 a.m.


Information Items	Discussion	Action	Responsibility/ Timeline
<b>Next Meeting:</b> Thursday, May 17, 2012 Holy Cross Secondary School Strathroy*  Adjourned: M. McDonald Seconded: M. Ryan	*NOTE: Change in location for this meeting.		



*Your Want to Hear From You!*



Highlights of the Special Education Public Consultation 2012 Survey Results


(April 2012)



## Backgrounder



- The on-line survey was conducted in conjunction with the LDCSB Special Education Advisory Committee's annual public consultation process which also included a public forum held at the CEC on January 19<sup>th</sup>, 2012 for the Board's Special Education Plan.
- Information gleaned from the public consultation process including this survey was intended to help set the direction for special education resources, services and supports.
- The survey was launched in early December 2011 and closed on Feb. 23<sup>rd</sup>, 2012.

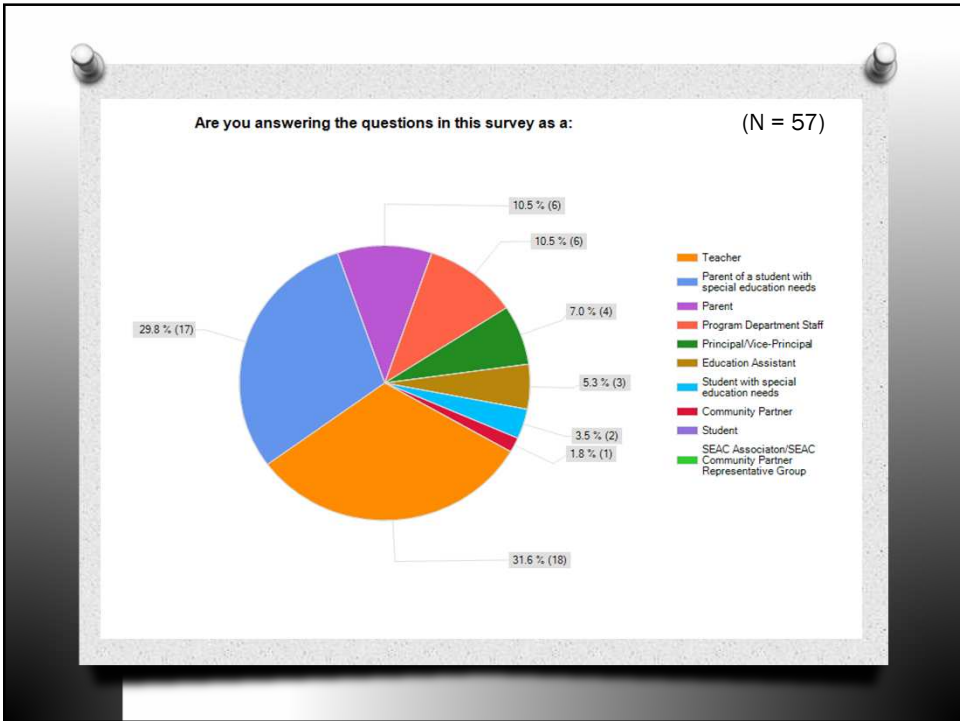



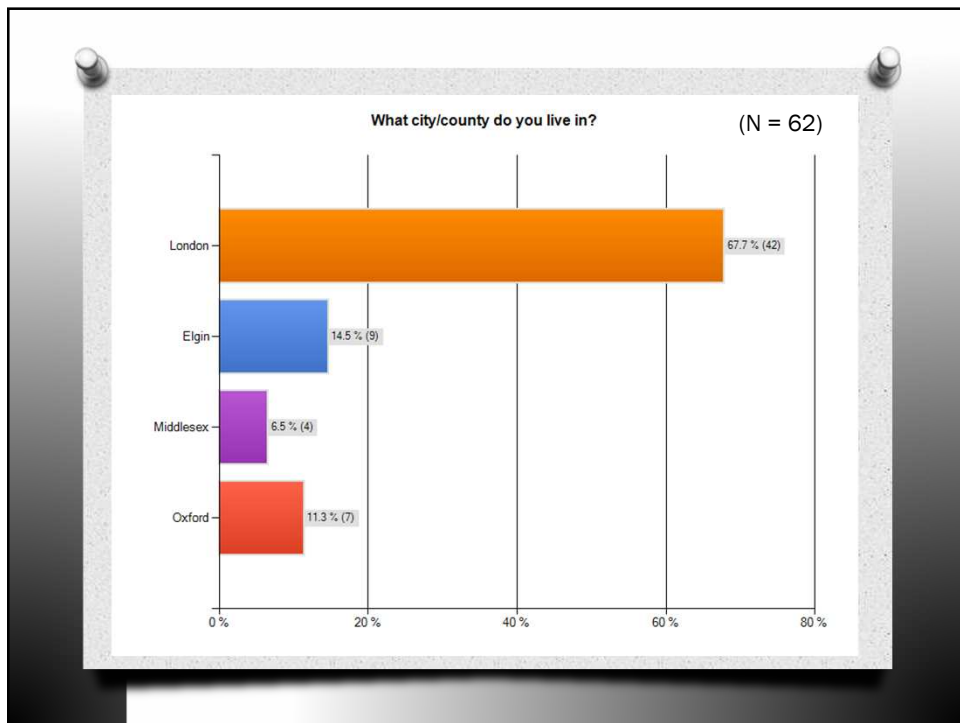
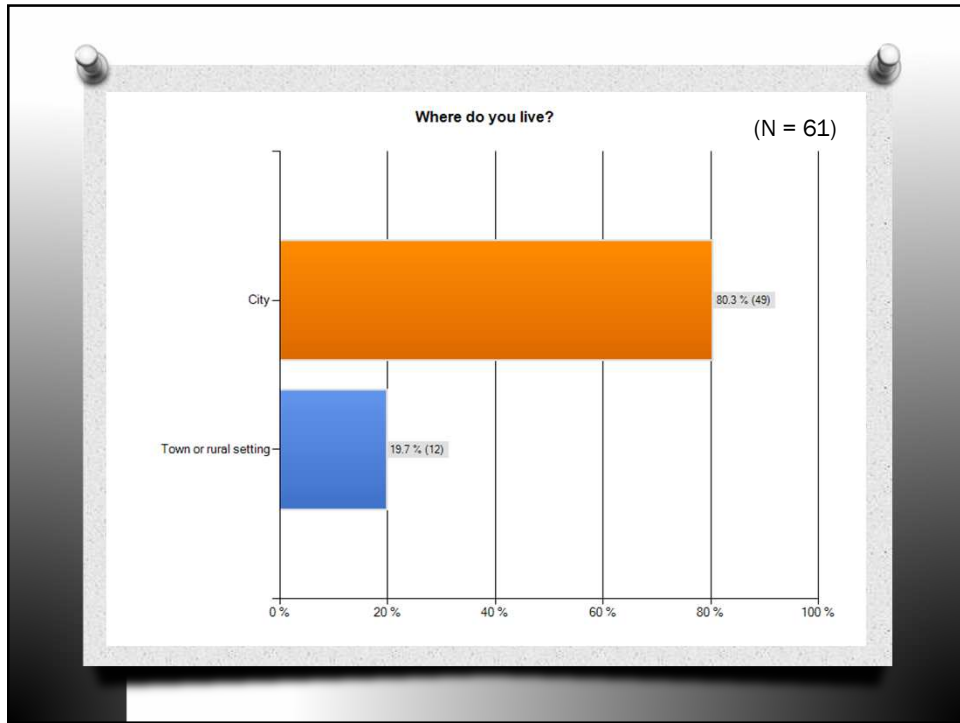


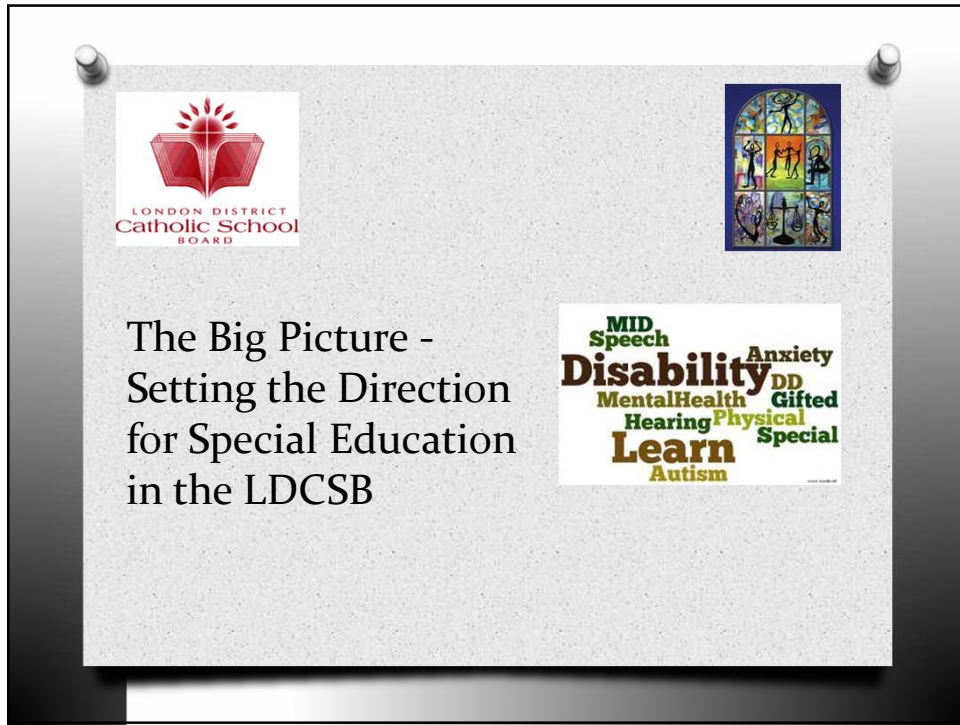
## Survey Data Analysis

- Quantitative data stemming from the survey was graphed via an on-line survey platform.
- Qualitative data stemming from the open-ended questions was manually coded and primary themes identified by two teams of coders. Each team comprised two individuals.

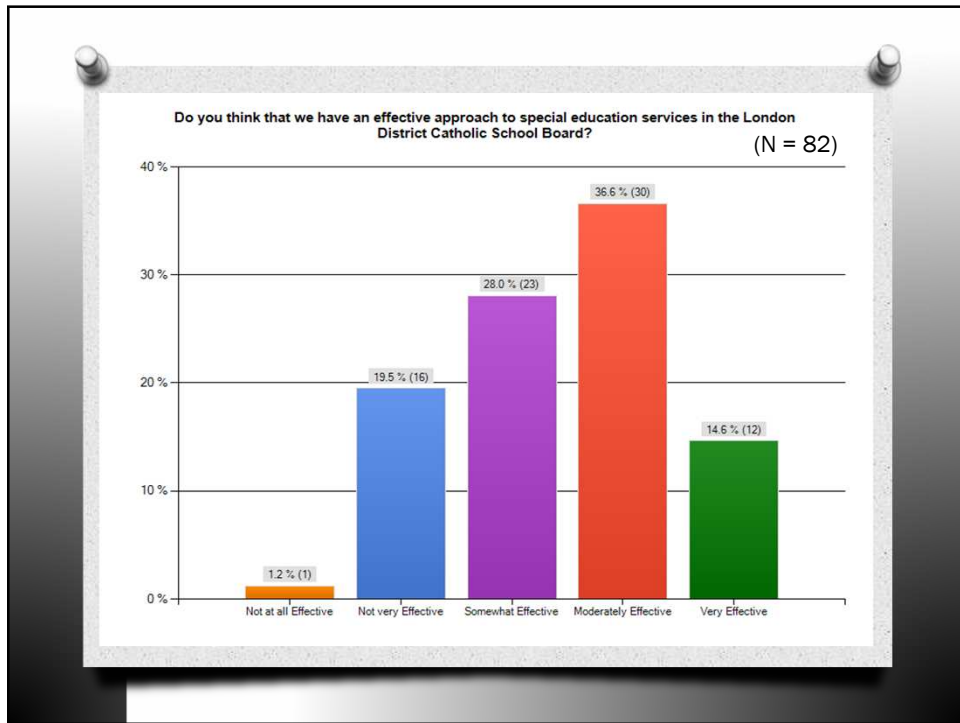









The slide features the London District Catholic School Board logo on the top left and a colorful stained-glass style illustration on the top right. The main title is "The Big Picture - Setting the Direction for Special Education in the LDCSB". To the right of the title is a word cloud containing terms such as "Disability", "Learn", "Autism", "Mental Health", "Hearing", "Physical", "Special", "Gifted", "Anxiety", "DD", "Speech", and "MID".



Q1. Do you think that we have an effective approach to special education services in the London District Catholic School Board?

➤ 42 comments were provided

**Themes**

- ✓ Inclusion is valued
- ✓ Clarity of our model
- ✓ Need for increased supports & services
  - ✓ Funding
  - ✓ Equity
  - ✓ Staffing
  - ✓ Technology

*The board has wonderful inclusion*

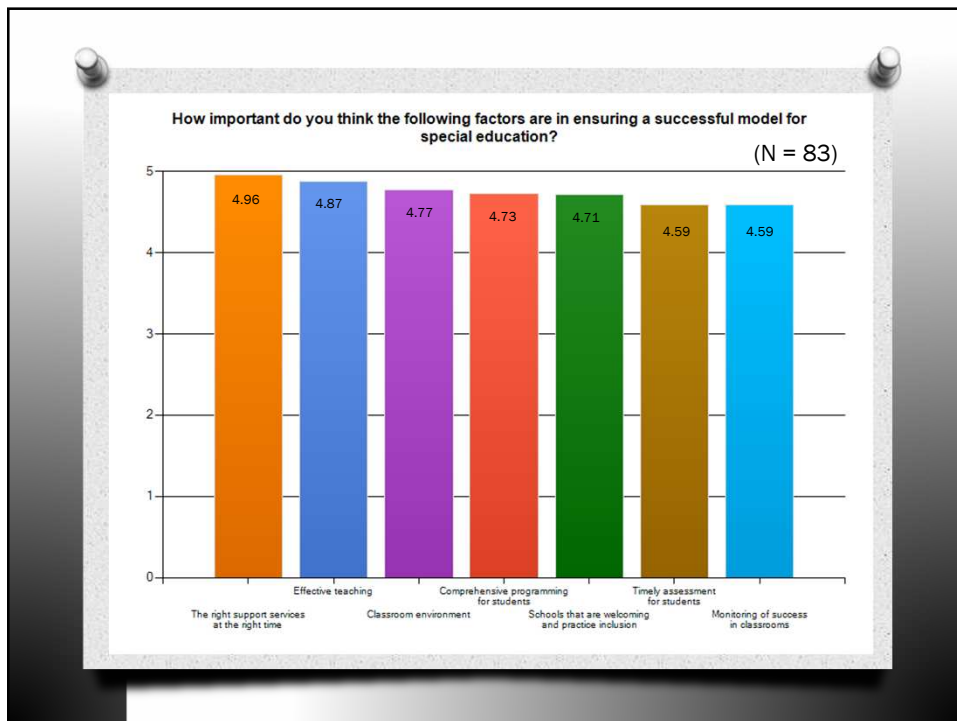
*"LDCSB special education model benefits some but not all students"*

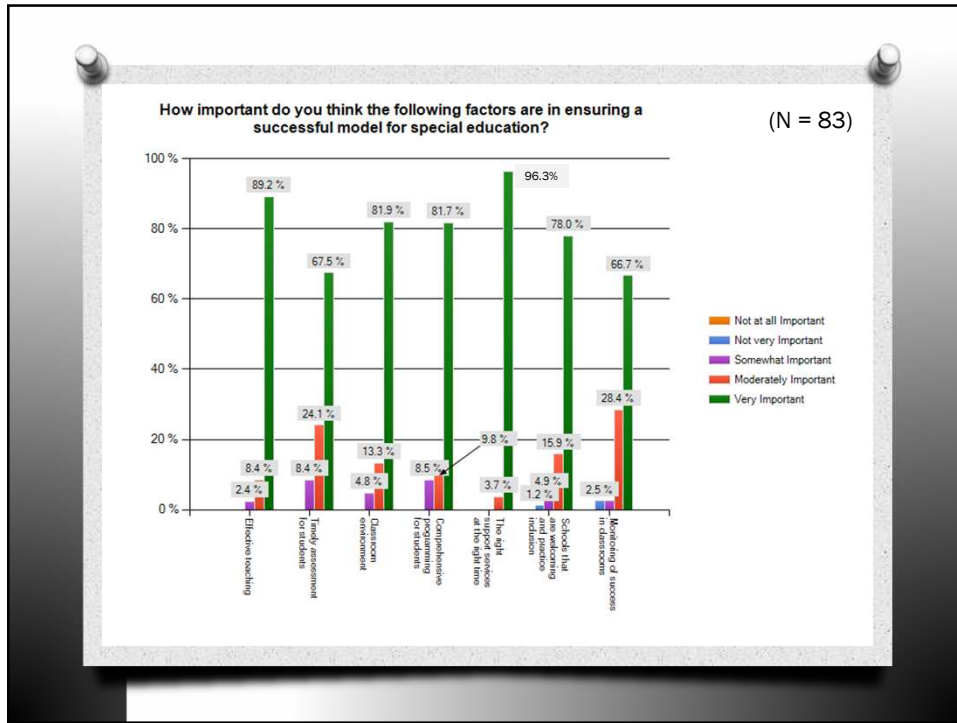
*"Our special education service delivery model seems to be in a constant state of change and is somewhat conflicted in its vision"*

**Great model...**

**We have a real issue with service fidelity in the classroom**

**I think we have a lot of gaps in the system still. The gaps seem to be in accessing technology**





Q2. How important do you think the following factors are in ensuring a successful model for special education?

➤ 25 comments were provided

**Themes**

- ✓ Teacher capacity and attitudes
  - ✓ Differentiated instruction
  - ✓ Accountability
- ✓ Inclusion
  - ✓ Varied understanding of model
  - ✓ More resources needed
- ✓ Celebrate diversity

*"Teachers need to really understand that depth and breadth of accommodations available to them in both instruction and assessment"*

*"Monitoring and accountability are HUGE and need to be done more consistently and effectively"*

Students are not able to benefit from programming without feeling a sense of belonging

Successful inclusion is multi-faceted & needs to permeate the Board, school, classroom & policies

**Q3. What do you think is the greatest challenge to the way special education services are delivered in the LDCSB?**

➤ 59 comments were provided

**Themes**

- ✓ Keeping abreast with technology
- ✓ Fiscal constraints
- ✓ Needed resources, supports & services

**Technology - not up to date with this day and age...**

**Training and attitudes**

**Ensuring that students have the appropriate services/programming/intervention to allow them to access the curriculum and be successful**

**Q4. If we could do a few things better in special education in the LDCSB, what would they be?**

➤ 55 comments were provided

**Themes**

- ✓ Early Intervention
- ✓ Resource allocation
  - ✓ Staffing
  - ✓ Technology resources and training
  - ✓ Equity
  - ✓ SPST involvement
- ✓ Parent and family engagement
- ✓ Building capacity
  - ✓ PD

**Remediation could start earlier**

**Faster access to services**

**Ensure that parents are made to feel welcome and informed about their child's special needs**

**Make sure support and training exist for teachers**



## What Do We Want Special Education To Look Like in the Future – Our Vision



Q5. What do students with special education needs require to achieve educational success?

➤ 61 comments were provided

**Themes**

- ✓ Effective supports
  - ✓ Early identification & intervention/remediation
  - ✓ Knowledgeable & caring staff
- ✓ Accessible & reliable technology
- ✓ Welcoming, inclusive & safe learning environment

The right supports at the right time

An IEP that is implemented with fidelity

To be a celebrated and respected member of their classroom community

Q6. What should we as a Board be striving to achieve through special education?

➤ 53 comments were provided


**Themes**

- ✓ High expectations
  - ✓ Success for all - reaching full potential
- ✓ Equity of resources and services
- ✓ A team approach
  - ✓ Building staff capacity


We should be helping students feel valued and successful in our schools

Fairness does not mean sameness

Develop strong partnership with community...



What Do We Believe  
- Guiding Principles



Q7. What words come to mind when you think about the ideal special education system for the London District Catholic School Board?

➤ 52 comments were provided

**Themes**

- ✓ Effective inclusion
  - ✓ Respect
  - ✓ Caring
  - ✓ Supportive
  - ✓ Belonging
  - ✓ Equity
- ✓ Effectively delivered differentiated instruction
- ✓ Accessible, timely, appropriate support

Showing the 12 Most Important Words and Phrases

Access Driven Effective Encouragement Equitable  
**Inclusion** Potential Resources Students  
 Support Understanding Welcoming

Q8. What core beliefs need to guide special education in the London District Catholic School Board?


➤ 48 comments were provided

**Themes**


- ✓ Inclusion
  - ✓ Respect for the dignity of all
  - ✓ Equality
- ✓ High expectations
  - ✓ All children and youth are capable of success

Showing the 14 Most Important Words and Phrases

Belief Capacity **Child Classroom Education** Empathy  
 Equality **Inclusion** Individual Learn Needs Respect  
 Skills **Success**



## The LDCSB Philosophy of Education

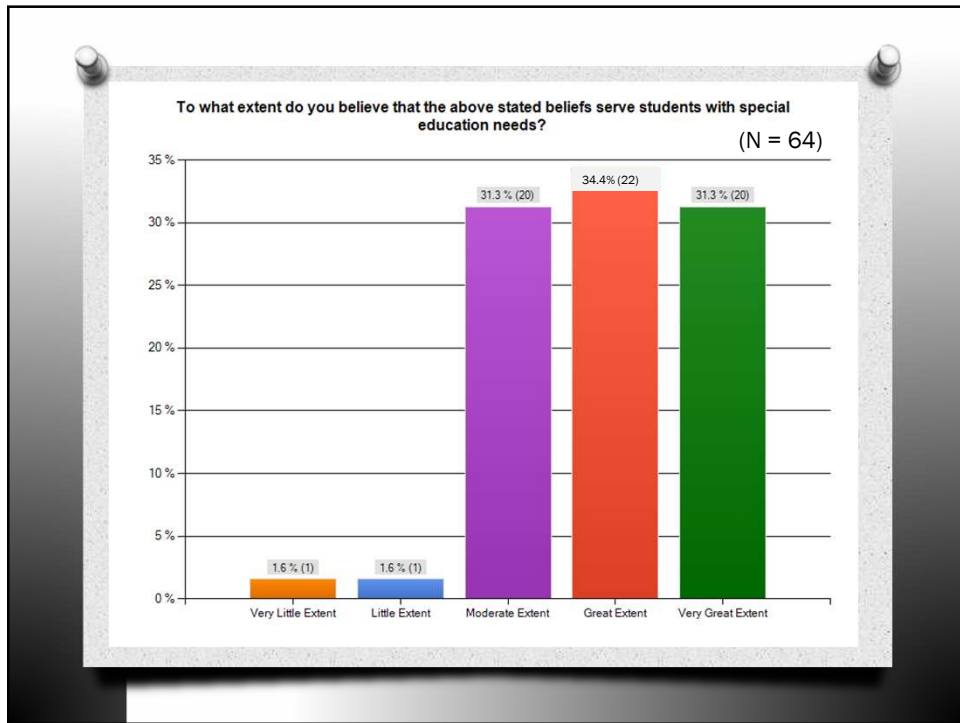


The London District Catholic School Board Philosophy of Education states:

The provision of appropriate learning environments and experiences for exceptional students and for students who have special education needs is based on the following beliefs held by the London District Catholic School Board.

We believe that...

- all students educated in our schools have an opportunity to learn to live and to contribute as responsible Catholics in any society
- all students have a right to participate fully in opportunities for learning and growth appropriate to their needs and gifts
- students who have exceptional needs are more like other students than they are different
- it is our responsibility as Catholic educators and parents to provide for these students the opportunity to share the school experience which their brothers, sisters and friends enjoy
- an attitude of welcome acceptance, and indeed, celebration of individual differences and unique gifts is to be encouraged and supported among pupils, parents and staff of this Catholic school board.



Q9. To what extent do you believe that the above stated beliefs serve students with special education needs?

- 19 comments were provided

**Theme**

- ✓ Beliefs serve, sometimes actions do not

*Some illustrative quotes...*

*"These statements reflect the work of Jean Vanier"*

*"I think this is an exceptional statement, and I do see it to be true in many students and teachers that my child interacts with and I come across"*

*"It's great to have them 'front and centre'. That way, the Board is accountable to ensure beliefs are implemented, supported and 'lived' everyday"*

*"I believe all the statement reflects our core values, but does little to reflect the really hard work that is required to run an inclusive model. I would like to operationalize each statement tin 'look-fors' in a classroom that would help us to be guided more specifically in our special education efforts"*

*"To fully make these beliefs come true, we need to make it true in every classroom, for every student, with every family"*



## Next Steps...



1. Integrate the findings stemming from the public consultation forum held on January 19, 2012 with those from the on-line survey and present to the Board of Trustees.
2. Use the findings from both the public consultation forum and on-line survey to help set the direction for special education resources, services and supports.

