

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
Wednesday, June 13, 2018
AGENDA

*Location: Education Centre
(Room 181 A/B)*

7:00 p.m.

1. Call to Order J. Colantino
2. Funding Update Denise Dawson, Senior Manager of Business Services
3. Elementary Social Communication Program
Anna DiFazio, Manager of Intensive Support Services
Amy Thorne, Teacher, Elementary Social Communication Program
4. Approval of Agenda
5. Approval of the Minutes – June 4, 2018 (teleconference)
6. Business Arising from the Minutes
7. Members' Update Members
8. Superintendent's Update
 - a) Receipt of presentation May 30, 2018 – Care, Treatment & Correctional Programs
 - b) Staffing
9. Correspondence – Receipt of letters presented May 30, 2018
 - a) Peel District Board
 - b) Thames Valley District School Board – 3 letters
 - c) SEAC Orientation Feedback Results
 - d) Flyer – Dr. Mahoney Presentation June 13th
10. Other Business
11. Adjournment

***[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE ANN HEWITT AS EARLY AS POSSIBLE –
905-527-5092, EXT. 2625 or e-mail: ahewitt@hwdsb.on.ca***

**Future meeting dates:
TBD**

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
(Room 180 A, Education Centre)
Monday, June 4, 2018

TELECONFERENCE 6:00 PM

Present:

Judy Colantino, Down Syndrome Association of Hamilton, SEAC Chair
Jenny McEwen-Hill, McMaster Children's Hospital Developmental Pediatrics & Rehabilitation Program
Lorraine Sayles, The Children's Aid Society of Hamilton
Lynn Vanderbrug, Lynwood Charlton Centre
Mark Courtepatte, FASD Parent & Caregiver Support Group
Alex Johnston, Trustee
Michele Moore, Principal of Special Education Services
Jane Macpherson, Principal of Special Education Services
Peggy Blair, Superintendent of Specialized Services

Regrets:

Lita Barrie, VOICE for Hearing Impaired Children, Vice Chair
Michelle Campbell, Autism Ontario (H-W Chapter)
Susi Owen, CNIB Hamilton and Niagara
Tracey Sherriff, Community Living Hamilton
Alyson Kowalchuk, P.A.L.S. Parent Advocacy Learning Support Group
Jennifer Robertson-Heath, Hamilton-Wentworth Principals' Council-Elementary
Brent Monkley, Hamilton-Wentworth Principals' Council-Secondary
Penny Deathe, Trustee

1. Call to Order/Welcome

Judy Colantino called the teleconference to order at 5:59 p.m. welcoming everyone.

Item	Discussion/Decision
2. Approval of Agenda	On the motion of Jenny McEwen-Hill, seconded by Lorraine Sayles, the Committee RECOMMENDS that the agenda be approved. CARRIED.
3. Recommendation to approve the Special Education Plan	The HWDSB SEAC recommends the 2017-18 Special Education Plan to the Board of Trustees. CARRIED.
4. Adjournment	On the motion of Jenny McEwen-Hill, seconded by Mark Courtepatte, the Committee RECOMMENDS that the teleconference be adjourned, this being done at 6:19 pm. CARRIED.

Care and/or Treatment, Custody and Correctional (CTCC) Programs

SEAC, May 30, 2018

Glenn Cooke

Principal, System Programs

curiosity

creativity

possibility

Introduction

Who we are

Program Model

Introduction

curiosity

creativity

possibility

Overview and Mandate

- CTCC Programs are designed for students who are not ready, or are unable to attend community school or board-level system programs because they are in care, treatment or correction/custody facilities.

HWDSB

- Care, Treatment, Custody & Correctional programs are funded by the Ontario Ministry of Education to allow School Boards to deliver educational services to young people who are unable to attend their community school because they are either in one of:
 - Care Facilities (e.g. hospitals)
 - Treatment Facilities & Programs (e.g. day treatment programs)
 - Correction/Custody Facilities (e.g. detention centres, open custody facilities).

curiosity

creativity

possibility

HWDSB

- These programs :
 - require formal agreements between the School Board and the partnering Community Agencies
 - must be approved annually by the Ministry of Education
 - are funded under Section 23 of Regulation 284/18: Grants for Student Needs - Legislative Grants for the 2018-2019 School Board Fiscal Year
 - follow Ministry of Education guidelines but are delivered in a flexible and often individualized manner

curiosity

creativity

possibility

HWDSB

- These programs :
 - whenever possible, are co-ordinated and integrated with the facility's management and treatment programs
 - are designed to maximize the educational outcomes for all students
 - are offered from primary grades to high school completion
 - have the underlying primary goal to help all students develop both the personal and academic skills needed to successfully return to their school, or go on to post-secondary education, job training, or employment

curiosity

creativity

possibility

HWDSB CTCC Programs

curiosity

creativity

possibility

Who are we?

- **Students**
 - Students attending Care, Treatment, Custody & Correctional partnership programs must first be admitted to government approved care, treatment, or correctional/custody facilities. While affiliated with these facilities they are able to continue their studies through participation in the on-site Care, Treatment, Custody & Correctional school programs.

HWDSB

- **Teachers**
 - Teachers in Care, Treatment, Custody & Correctional programs are qualified at either the elementary level, secondary level, or both. Many have additional qualifications in special education and often bring considerable specialist training and skills to their work. Their professional development within Care, Treatment, Custody & Corrections, combined with a wide variety of life experiences, allows them to be extremely effective with special needs students.

curiosity

creativity

possibility

HWDSB

- **Community Agency Partners**
 - Banyan Community Services
 - Dawn Patrol Child and Youth Services
 - Hamilton Health Sciences
 - Hatts Off Inc.
 - Lynwood Charlton Centre
 - The Governing Council of the Salvation Army in Canada
 - The John Howard Society of Hamilton, Burlington & Area
 - White Rabbit Treatment Homes
 - Woodview Mental Health and Autism Services

curiosity

creativity

possibility

Elementary Programs

- We partner to operate 5 elementary classrooms
 - 2 day treatment (Lynwood Upper Paradise)
 - 2 care & treatment (Hatts Off)
 - 1 treatment (medical) at McMaster Children's Hospital

Secondary Programs

- 25 Secondary Teachers & 1 Educational Assistant
 - Woodview Mental Health and Autism Services
 - 3 teachers & 1 EA (day treatment) at Woodview Delta & Woodview Mountain
 - Lynwood Charlton
 - 2 teachers at Compass day treatment
 - Lynwood Flamborough
 - 1 teacher (care & treatment)
 - Hatts Off
 - 2 teachers (care & treatment) at Hill Park
 - 1 teacher at the Girls' Country Home

HWDSB

- White Rabbit Treatment Homes
 - 2 teachers; 1 at Hill Park & 1 at Concession (care & treatment)
- Hamilton Health Sciences
 - 2 teachers in 3G (Adolescent & Youth Mental Health)
 - 1 teacher in Pediatrics/Eating Disorder Clinic
- The Governing Council of the Salvation Army in Canada
 - 3 teachers at Grace Haven (care &/or treatment) serving young mothers/mothers-to-be

curiosity

creativity

possibility

- **Banyan Community Services**
 - 3 teachers at Arrell Youth Centre (secure custody/detention for male youth)
 - 1 teacher at GR Force (open custody/detention for male youth)
- **Dawn Patrol Child & Youth Services**
 - 1 teacher at Bernhardt House (open custody/detention for female youth)
 - 2 teachers at Bridge (community-based youth justice; youth on probation)
- **John Howard Society of Hamilton, Burlington & Area**
 - 1 teacher 1 at the Non-Residential Attendance Centre (community-based youth justice; youth on probation)

The Model

curiosity

creativity

possibility

Key Considerations

- Acknowledgement that the youth have primary needs other than education
- recognition that maintaining continuity of education during periods of care, treatment and/or rehabilitation complements and supports treatment objectives and supports improved life outcomes for these children and youth
- outcomes for children and youth are best influenced by the skills and experience of both the CTCC Services and Education Program staff working together

Essential Elements

- **Instruction & intervention**
 - based on individual strengths, interests and needs, academic achievement and well-being
- **Assessment, evaluation & reporting on achievement**
 - as consistent as possible with, and informed by, Ministry of Education policies and procedures
- **Transition planning**
 - Facilitation of effective transitions so that youth receive both continuous education and CTCC Services with minimal disruption when they enter or exit Education Programs

HWDSB

Supporting Documentation:

- Guidelines for Approval and Provision of Care and/or Treatment, Custody and Correctional (CTCC) Programs 2018-19

https://efis.fma.csc.gov.on.ca/faab/Section_23/18-19/CTCC%20Guidelines%202018-19%20ENGLISH.pdf

- HWDSB System Programs web page, CTCC Programs

<http://www.hwdsb.on.ca/altered/ctc-programs/>

curiosity

creativity

possibility

Questions & Feedback



curiosity

creativity

possibility

March 19, 2018

Dear Special Education Advisory Committee Chairs:

I am writing on behalf of the Peel District School Board's Special Education Advisory Committee (SEAC) to request your support with a critical issue that is negatively impacting many of our students with special education needs and their families—an issue that may be impacting your region as well.

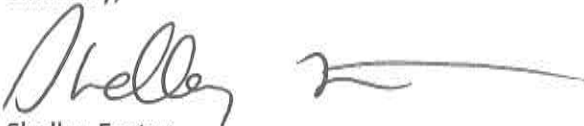
As you may be aware, for over a year, many school communities in the Greater Toronto Area have experienced ongoing, significant bus delays as a direct result of a shortage of qualified school bus drivers among school bus providers. Each morning in Peel, more than 1,500 students face bus delays ranging from 20 minutes to over an hour. The impact on schools, students and their families has been tremendous, particularly for our families with students who have special education needs. Among these families, we have heard many accounts of parents having no choice but to miss work while they wait with their child for up to an hour each day. Once students arrive, not only have they missed valuable instructional time, but many are finding it challenging to adjust to their school day after facing an uncertain morning outside their regular school routine.

To help address these concerns, our Board of Trustees launched a lobbying campaign, **#StopTheBusDelays**, to urge the government to provide funds to help with bus driver recruitment and to assist the board in exploring other transportation options. The campaign includes resources for parents, staff and community members to reach out to their local Member of Provincial Parliament (MPP) to ask for their support on this critical issue.

Your school board may currently be facing similar bussing concerns. I strongly encourage your SEAC to consider joining the **#StopTheBusDelays** campaign to urge the government to find a solution to these ongoing bus delays. There are template letters and resources available at www.peelschools.org/StopTheBusDelays that may assist you in contacting your local MPP.

If there is any way that we can support your SEAC in this important initiative, please do not hesitate to reach out to me directly. Thank you for your time and consideration. Together, we can ensure all students have a fair opportunity to arrive safely at school, on time and ready to learn.

Sincerely,



Shelley Foster
Chair, Special Education Advisory Committee
Peel District School Board

Trustees

Janet McDougald, Chair
Suzanne Nurse, Vice-Chair
Carrie Andrews
Stan Cameron
Robert Crocker
Nokha Dakroub

David Green
Sue Lawton
Brad MacDonald
Kathy McDonald
Harkirat Singh
Rick Williams

Director of Education and Secretary
Peter Joshua

**Associate Director,
Instructional and Equity Support Services**
Poleen Grewal

Associate Director, School Support Services
Wendy Dowling

**Associate Director,
Operational Support Services**
Jaspal Gill



Laura Elliott, Director of Education and Secretary

April 26, 2018

Minister Dr. Helena Jaczek
Ministry of Health & Long Term Care
5775 Yonge Street, 16th Floor
Toronto, ON M7A 2E5

EMAIL: hjaczek.mpp@liberal.ola.org

Honorable Dr. Helena Jaczek:

The Special Education Advisory Committee (SEAC) of the Thames Valley District School Board (TVDSB) has been encouraged and hopeful throughout the process of the development of a Special Needs Strategy. An inter-ministry approach with seamless transitions and integrated services has long been a vision and goal for families and service providers to enhance the experience and outcomes for children and youth with complex special needs. The promise of having linkages to the FASD Strategy was also encouraging to our members and the associations and agencies they represent. We know that a significant amount of time, effort, resources and community engagement have been invested in the development of the strategy.

SEAC was pleased to welcome a presenter from the Thames Valley Children's Centre (TVCC) who presented information on the Interim School Therapy Services for OT, PT and SLP. Following the presentation, members asked questions and discussed the benefits and concerns of current actions of the Ministries. Committee members expressed their frustration with the length and number of students being put on a waitlist by the LHIN and noted that many essential needs/services for these students are not being met.

The following motion was moved and carried: THAT the Chair of SEAC writes a letter to the Ministry of Education to address concerns with the Special Needs Strategy.

We understand that the TVCC has been assigned responsibility to manage contracts for OT, PT and SLP at publicly funded schools and that the LHINs are no longer involved. This raised a concern about access and equitable access for children and youth who are not attending public education. The SEAC believes that it is important to provide equitable access for all children and youth in Ontario.

We also understand that, after April 1, the TVCC will take on additional responsibility for managing contracts in a large geographical area for all referrals, eligibility, and assignment of service providers. SEAC has concerns that, without additional funding, adding this responsibility could delay assessments and services for children and youth in need of services.

Thames Valley District School Board

1250 Dundas Street, London, Ontario N5W 5P2 Tel: (519) 452-2000 Fax: (519) 452-2329 website: www.tvdsb.ca

We build each student's tomorrow, every day.

SEAC is also concerned that there has been no additional or reallocated funding to address therapy or waitlists. While the definitions under levels of priority have had some adjustment, SEAC is very concerned that at January, 2017, 13% of PT, over 40% of SLP and over 55% of OT referrals of students requiring services are waitlisted in this area— many will never receive needed treatment that would assist in accessing curriculum and being successful in school. It was disappointing that addressing capacity to assess and support these students, and additionally those who present with characteristics of FASD was not specifically addressed in the Strategy.

A system of prioritizing referrals into 3 levels was established by the Southwest LHIN. In terms of the Levels 1, 2, and 3 for OT, PT, and SLP, levels were determined regionally. Only children with more immediate needs will get timely services, while those with significant needs in OT, PT, and SLP will be continue to be waitlisted and will get services when resources allow.

SEAC was encouraged to hear that critical issues related to SLP, i.e. post-surgical and swallowing are being offered the required, immediate service. However, it is concerning that Level 2 and 3 situations are being waitlisted, when research shows that early intervention can improve outcomes for students.

Similarly, for OT it seems imperative that issues of swallowing, accessing facilities, skin integrity, toileting and safety would be a high priority, but waitlisting Level 2 and 3 services related to feeding, ADD and severe FM, sensory, communication, etc., has an obvious impact on student well-being and ability to access the program at school.

Further, SEAC is concerned that there has been no investment in addressing PT Level 2 and 3 waitlisted support and therapy needs.

We are encouraged by the Transition to School Referral, but know that for families who are struggling with children's needs, many are providing care independently, and hope that the referral process will extend to assisting them in accessing service.

We are also pleased that input related to streamlining referrals and consent to share has been taken into consideration for the new referral process.

The members of SEAC for the TVDSB look forward to hearing your response to our concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracy Grant".

Tracy Grant
Thames Valley District School Board
Special Education Advisory Committee Chair

cc. Chairs of Ontario Special Education Advisory Committees



Laura Elliott, Director of Education and Secretary

April 26, 2018

Minister Indira Naidoo-Harris
Ministry of Education
14th Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

EMAIL: indira.naidoo-harris@ontario.ca

Honourable Minister Naidoo-Harris:

The Special Education Advisory Committee (SEAC) of the Thames Valley District School Board (TVDSB) has been encouraged and hopeful throughout the process of the development of a Special Needs Strategy. An inter-ministry approach with seamless transitions and integrated services has long been a vision and goal for families and service providers to enhance the experience and outcomes for children and youth with complex special needs. The promise of having linkages to the FASD Strategy was also encouraging to our members and the associations and agencies they represent. We know that a significant amount of time, effort, resources and community engagement have been invested in the development of the strategy.

SEAC was pleased to welcome a presenter from the Thames Valley Children's Centre (TVCC) who presented information on the Interim School Therapy Services for OT, PT and SLP. Following the presentation, members asked questions and discussed the benefits and concerns of current actions of the Ministries. Committee members expressed their frustration with the length and number of students being put on a waitlist by the LHIN and noted that many essential needs/services for these students are not being met.

The following motion was moved and carried: THAT the Chair of SEAC writes a letter to the Ministry of Education to address concerns with the Special Needs Strategy.

We understand that the TVCC has been assigned responsibility to manage contracts for OT, PT and SLP at publicly funded schools and that the LHINs are no longer involved. This raised a concern about access and equitable access for children and youth who are not attending public education. The SEAC believes that it is important to provide equitable access for all children and youth in Ontario.

We also understand that, after April 1, the TVCC will take on additional responsibility for managing contracts in a large geographical area for all referrals, eligibility, and assignment of service providers. SEAC has concerns that, without additional funding, adding this responsibility could delay assessments and services for children and youth in need of services.

Thames Valley District School Board

1250 Dundas Street, London, Ontario N5W 5P2 Tel: (519) 452-2000 Fax: (519) 452-2329 website: www.tvdsb.ca

We build each student's tomorrow, every day.

SEAC is also concerned that there has been no additional or reallocated funding to address therapy or waitlists. While the definitions under levels of priority have had some adjustment, SEAC is very concerned that at January, 2017, 13% of PT, over 40% of SLP and over 55% of OT referrals of students requiring services are waitlisted in this area– many will never receive needed treatment that would assist in accessing curriculum and being successful in school. It was disappointing that addressing capacity to assess and support these students, and additionally those who present with characteristics of FASD was not specifically addressed in the Strategy.

A system of prioritizing referrals into 3 levels was established by the Southwest LHIN. In terms of the Levels 1, 2, and 3 for OT, PT, and SLP, levels were determined regionally. Only children with more immediate needs will get timely services, while those with significant needs in OT, PT, and SLP will be continue to be waitlisted and will get services when resources allow.

SEAC was encouraged to hear that critical issues related to SLP, i.e. post-surgical and swallowing are being offered the required, immediate service. However, it is concerning that Level 2 and 3 situations are being waitlisted, when research shows that early intervention can improve outcomes for students.

Similarly, for OT it seems imperative that issues of swallowing, accessing facilities, skin integrity, toileting and safety would be a high priority, but waitlisting Level 2 and 3 services related to feeding, ADD and severe FM, sensory, communication, etc., has an obvious impact on student well-being and ability to access the program at school.

Further, SEAC is concerned that there has been no investment in addressing PT Level 2 and 3 waitlisted support and therapy needs.

We are encouraged by the Transition to School Referral, but know that for families who are struggling with children's needs, many are providing care independently, and hope that the referral process will extend to assisting them in accessing service.

We are also pleased that input related to streamlining referrals and consent to share has been taken into consideration for the new referral process.

The members of SEAC for the TVDSB look forward to hearing your response to our concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracy Grant".

Tracy Grant
Thames Valley District School Board
Special Education Advisory Committee Chair

cc. Chairs of Ontario Special Education Advisory Committees



Laura Elliott, Director of Education and Secretary

April 26, 2018

Michael Coteau
Ministry of Children & Youth Services/Ministry of Community and Social Services
77 Wellesley Street West
PO Box 156
Toronto, ON M7A 1N3

EMAIL: michael.coteau@ontario.ca

Honourable Minister Coteau:

The Special Education Advisory Committee (SEAC) of the Thames Valley District School Board (TVDSB) has been encouraged and hopeful throughout the process of the development of a Special Needs Strategy. An inter-ministry approach with seamless transitions and integrated services has long been a vision and goal for families and service providers to enhance the experience and outcomes for children and youth with complex special needs. The promise of having linkages to the FASD Strategy was also encouraging to our members and the associations and agencies they represent. We know that a significant amount of time, effort, resources and community engagement have been invested in the development of the strategy.

SEAC was pleased to welcome a presenter from the Thames Valley Children's Centre (TVCC) who presented information on the Interim School Therapy Services for OT, PT and SLP. Following the presentation, members asked questions and discussed the benefits and concerns of current actions of the Ministries. Committee members expressed their frustration with the length and number of students being put on a waitlist by the LHIN and noted that many essential needs/services for these students are not being met.

The following motion was moved and carried: THAT the Chair of SEAC writes a letter to the Ministry of Education to address concerns with the Special Needs Strategy.

We understand that the TVCC has been assigned responsibility to manage contracts for OT, PT and SLP at publicly funded schools and that the LHINs are no longer involved. This raised a concern about access and equitable access for children and youth who are not attending public education. The SEAC believes that it is important to provide equitable access for all children and youth in Ontario.

We also understand that, after April 1, the TVCC will take on additional responsibility for managing contracts in a large geographical area for all referrals, eligibility, and assignment of service providers. SEAC has concerns that, without additional funding, adding this responsibility could delay assessments and services for children and youth in need of services.

Thames Valley District School Board

1250 Dundas Street, London, Ontario N5W 5P2 Tel: (519) 452-2000 Fax: (519) 452-2329 website: www.tvdsb.ca

We build each student's tomorrow, every day.

SEAC is also concerned that there has been no additional or reallocated funding to address therapy or waitlists. While the definitions under levels of priority have had some adjustment, SEAC is very concerned that at January, 2017, 13% of PT, over 40% of SLP and over 55% of OT referrals of students requiring services are waitlisted in this area– many will never receive needed treatment that would assist in accessing curriculum and being successful in school. It was disappointing that addressing capacity to assess and support these students, and additionally those who present with characteristics of FASD was not specifically addressed in the Strategy.

A system of prioritizing referrals into 3 levels was established by the Southwest LHIN. In terms of the Levels 1, 2, and 3 for OT, PT, and SLP, levels were determined regionally. Only children with more immediate needs will get timely services, while those with significant needs in OT, PT, and SLP will be continue to be waitlisted and will get services when resources allow.

SEAC was encouraged to hear that critical issues related to SLP, i.e. post-surgical and swallowing are being offered the required, immediate service. However, it is concerning that Level 2 and 3 situations are being waitlisted, when research shows that early intervention can improve outcomes for students.

Similarly, for OT it seems imperative that issues of swallowing, accessing facilities, skin integrity, toileting and safety would be a high priority, but waitlisting Level 2 and 3 services related to feeding, ADD and severe FM, sensory, communication, etc., has an obvious impact on student well-being and ability to access the program at school.

Further, SEAC is concerned that there has been no investment in addressing PT Level 2 and 3 waitlisted support and therapy needs.

We are encouraged by the Transition to School Referral, but know that for families who are struggling with children's needs, many are providing care independently, and hope that the referral process will extend to assisting them in accessing service.

We are also pleased that input related to streamlining referrals and consent to share has been taken into consideration for the new referral process.

The members of SEAC for the TVDSB look forward to hearing your response to our concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracy Grant".

Tracy Grant
Thames Valley District School Board
Special Education Advisory Committee Chair

cc. Chairs of Ontario Special Education Advisory Committees

**Presentation Evaluation Form
HWDSB SEAC – April 25, 2018**

Overall Presentation:

1
Poor

2
Good

3
Very Good

4
Excellent

<p>I came expecting....</p> <ul style="list-style-type: none"> -to learn something new that will make me a more effective member -a better understanding of SEAC, my role, our role -to learn about my role & the role of SEAC within the board -not sure what I expected...more policy info vs “best practices” perhaps -to learn more about the role, and process of how SEACs work and operate -overview of SEAC role, expectations of individual members -regulations & PPMs -overview of roles and expectations -to learn how to be more effective member – to learn how SEAC “should” work -basic orientation to SEAC 	<p>I got.....</p> <ul style="list-style-type: none"> -lots of great information -a better understanding of how I can be an active member of SEAC -all I expected and additional info about how to positively interact within my role as a member of SEAC -great practices -a lot of information, and a much better understanding of goals and how everyone should be working together -learned about my role as a SEAC member -learned about the process of SEAC -info regarding the purpose, role, responsibility etc., of SEAC/SEAC member & tips on how to be more effective at being a SEAC member -lots of excellent detail about this – better direction on how to review budget, what questions to ask – better understanding of role of individual members -start with goals and objectives – start/stop/continue to share with chair of the board – accountability -what I expected and tolls and ideas to make myself a more effective rep -lots of ideas to improve my effectiveness – examples of best practices that can be used by our SEAC -in depth understanding of historical and current preferred practice – I gained a better understanding of SEAC’s role and role of our members – I am the newest alternate
<p>I value....</p> <ul style="list-style-type: none"> -the time and energy given by all of the members of SEAC -teamwork, personal growth, goal setting -info on how I can do my job as a SEAC member better -everyone working together to make sure all students with exceptionalities have the best representatives to give them the education they are entitled to -learning more about SEAC’s role in the budget process -the opportunity to be educated and advised about what the board is doing for special education and what each group is struggling with/happy with -how to approach budget, special education report – better understanding of trustee roles and responsibility -the team our SEAC is and our community partnerships -practical suggestions and recommendation, real life examples resonate and will be remembered 	<p>I will share with others....</p> <ul style="list-style-type: none"> -that we now have some information to move forward with to make our SEAC more accountable on paper, and be more involved in our board as a whole -what I’ve learned – resources -at our association group meeting – some of the things we need to do to do a better job -policies and new information learned about and communicate with my community and other SEAC reps -the role of SEAC in the HWDSB – my role in participation -that we exist and how we can help (SEAC) -comments about the exceptionality I represent -what I heard today about how SEAC should function -the learning about the special education report -I will prepare thoroughly and hope to practice skills in relation to my professional role while I continue to learn and observe SEAC meetings

HWDSB

We Help.

An Evening with Dr. Mahoney: Learning about ADHD

Wednesday June 13, 2018 6-7:30pm
Education Centre (20 Education Court)

Dr. William Mahoney is a Developmental Pediatrician who has worked with children and families in the Hamilton area since 1981. He is a Clinical Associate Professor of Pediatrics at McMaster University and works with the McMaster Autism Research Team (MacART). Dr. Mahoney works with children with developmental disabilities, language, learning, and attentional disorders. He will be joining us on June 13 for an in-depth discussion of ADHD. Dr. Mahoney will speak to what is known about why children have ADHD and share information about the treatment of this disorder.

RSVP to lechapma@hwdsb.on.ca or 905.527.5092 x 2342



**Child care
Available!**

curiosity • creativity • possibility