

Minutes

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The Minutes of the Special Education Committee Meeting held on March 9, 2017 at 6:30 p.m. in the Boardroom of the Catholic Education Centre.

PRESENT

Members Melissa Gillespie, Ruth Ciraulo, Kelly Smigielski, Krista McEwen, Arlene Godby, Debra Beuchamp, Michelle Montague

Absent (by motion) Maria Castiglione, Helen McCarthy, Laura Quibell, Shawna Belcourt

Administration Anne Marie Duncan, Diane Mather

Recorder: Susan Mariutti

A. Call to Order:

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

2. Approval of Agenda

Motion: Moved by Ruth, seconded by Clare, that the agenda be approved.

Carried

3. Declarations of Conflicts of Interest

None noted

4. Excusal from Attendance

Motion: Moved by Arlene, seconded by Ruth, that Maria Castiglione, Helen McCarthy, Shawna Belcourt, Laura Quibell, be excused from attendance at the March 9, 2017 Special Education Advisory Committee meeting.

Carried

5. Approval of the Minutes of the February 16, 2017 meeting

Motion: Moved by Arlene, seconded by Melissa, that the Minutes be approved as presented.

Carried

6. Business Arising from the Minutes

None noted

B. Recommended Actions/Presentations:

1. Remarks: Chairperson

- Judy is taking a leave from SEAC due to additional job responsibilities. She is hoping to return in September.

2. Self-Advocacy Presentation (*Psychology staff*)
 - Psychology staff gave an informative overview of the services they provide
 - Psychometrists assess how students learn, put all the pieces together to get the big picture,
 - As well, Psychometrists have a consultative role in the board – attend school resource meetings, (SRT) – 3x per school

3. Strategic Planning Activities (*Michael Nasello, Director of Education*)
 - Director of Education is hosting town hall meetings, attending Board committee meetings, and speaking with board staff in this process of renewing, reviewing, & establishing strategic priorities for the Board's 2017-2020 Strategic Plan.
 - SEAC brings a unique perspective to this process;
 - SEAC members shared many ideas and opinions on each of the priorities, including, but not limited to, well-being of staff and students, collaboration between parish and schools, inclusion of all faiths, and innovation
 - These ideas and opinions were recorded as part of an electronic survey.

4. Remarks: Superintendent of Learning/Special Education (*Anne Marie Duncan, Superintendent of Learning/Special Education*)
 - Remarks rolled into following agenda items.

5. BEST Program Student Follow Up (*Anne Marie Duncan, Superintendent of Learning/Special Education*)
 - Diane gave an update on the transition of the BEST (Behaviour Education Support Training) Program students;
 - The 13 students in the program began transitioning out of the program in March 2016;
 - 3 students registered in another school board; 2 students transitioned into a Section 23 program, 8 students remained at PVNC;
 - Five of these students require & receive Educational Assistant (EA) support
 - School special education resource teachers (SERT) are doing an excellent job tracking these students.

6. Provincial Parent Association Advisory Committee (PAaC) on SEAC Video Module 3 Meeting Process (*Diane Mather, Principal Section 23/System Support Special Education*)
 - Diane reviewed this module with the committee members.

7. Special Educational Support Pillars (*Anne Marie Duncan, Superintendent of Learning/Special Education*)
 - 2017-2018 will be the 4th year of equalization of special education funding; PVNC is being reduced by \$500,000
 - No longer assigning Educational Assistants (EA) for academic support; academic support is the responsibility of the classroom teacher. Judiciously sharing of EAs occurs where possible
 - Beginning September 2017, to receive EA support students must fall under the following pillars:
 - Pillars of Support:
 - Medical/physical
 - Safety
 - Adaptive living

- Medical/Physical – lifts, transfers, life threatening risks, catheterization support, dependent for toileting, feeding, dressing.
 - Safety – unaware of danger, sexual acting out, daily injurious physical aggression towards others, self-injurious, other concerns.
 - Adaptive Living – communication (verbal/non-verbal), social/leisure skills, self-regulation (severe anxiety, emotional control, transitions), self-care skills (toileting, dressing, eating)
 - Data collection – frequency, intensity, duration
 - How was data tracked?
 - What strategies to build independence have been attempted?
 - Have SERT & EA schedule available?
 - Advisory group consisting of Special Education Consultants, Principals, CUPE, OECTA, will review the needs of the system, with this new model, April 5th and 12th. Advisory group will be a rich learning experience for all.
 - This process will continue throughout the school year; advisory group will meet twice per year.
 - Intervention Checklist – conversation tool amongst professionals to ensure all interventions have been tried at each level
8. Renewed Math Strategy Journey (*Anne Marie Duncan, Superintendent of Learning/Special Education*)
- St. John CES, Peterborough
- Math collaborative inquiries (CI) results: use visuals questions as an introduction, an assessment, a culmination of learning;
 - Need to make more visual questions (that are open), that reflect data management, geometry & patterning;
 - Next CI bring resources to collate and organize additional questions that can be utilized into a school bank of open questions for primary, junior and intermediate divisions; utilize Leaps & Bounds as a resource to help 'fill in learning gaps' for students struggling with learning grade level concepts;
 - Create a student friendly problem solving template – What do I do? How do I do it? How do I show it? How do I know it?
 - Self-regulation CI started recently;
 - Completed an audit of what needs to change in our school; narrowed down the options to what we can do immediately and what can wait (variety of reasons – plant, budget, building); presented to staff for input. Will review input at next CI and make a plan to move forward.
 - Also reviewed 'misbehaviour vs. stress behavior' and how we can manage that in our schools learning environments.
- St. Joseph CES, Cobourg
- Two collaborative inquiry (CI) over the past month;
 - First CI is an Early Learning Inquiry – school gave each child a task to complete on measurement. They had 2 lines that a snail drew in the grass and had to use manipulatives to determine which was longer. Looked like a simple task, but it wasn't. School videotaped students with learning disabilities (LD) or students that the school felt are potential LD students (as they are younger) and looked carefully at their responses. Consistently, their responses supported a weakness in the area of spatial reasoning. As well, school found these learners did not have the vocabulary to communicate their answers clearly to the assessor. Next steps

were clear – teach the children how to use non-standard manipulatives to measure lines and compare them and to pre-teach vocabulary to the kids in order for them to communicate their results clearly to each other.

- Second CI, primary junior CI, completed diagnostics on an EQAO task called the Envelop Task. It was done independently in class, yet marker students were also chosen to have interviews. In the interview those students on their own provided manipulatives and recorded their oral responses or Math Talk, while they measured the area of the triangular part of the envelop flap. Observations that were made were similar to the above. Students did not have the mathematical vocabulary in order to communicate their learning to their teachers, they did not understand that to measure using manipulative, the manipulatives (i.e. Shapes) should all be the same size; these students need explicit visuals and demonstrations on how to use a ruler with a baseline and other individual observations. Interesting to see how each individual solved the problem. All students did when they had someone to scribe and prompt for their responses, and were provided with visuals.
- Marker students – 5 in ELKP, grade 1 and 2 that were videotaped and 3 were interviewed and scribed for in each class Grade 3,4,5,6. They will be assessed again at the end of the CI
- Next plans are to look at each individual learner, their IEP and their responses to ensure that we are using appropriate accommodations in Mathematics in order for them to be successful. Hope is to ‘unpack’ the psych Ed assessments, with the IEPS to design specific student profiles for our LD students in relation to learning Math.

9. SEAC Agencies Carousal April 11 – Last minute details

- If you have any questions or facility requirements for April 11th please give Kelly or Susan a call.

10. Report from SEAC members

Included with agenda

C. Information Items

D. Old Business

E. New Business

F. Next Meeting

1. Thursday, April 27, 2017
Boardroom, Catholic Education Centre
6:30 – 9:00 p.m.

Future Agenda Items:

- a. Well-being strategy renewal input
- b. Budget
- c. Special Education Support Staff Allocation
- d. Exclusion AP

Selection of Member for Opening/Closing Prayer: Arlene

G. Conclusion:

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

Motion: Moved by Arlene, seconded by Debra, that the meeting be adjourned.
Carried