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## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, January 19, 2023

Virtually - [meet.google.com/fhi-uugd-vgd](https://meet.google.com/fhi-uugd-vgd)

6:30 P.M. – 8:00 P.M.

**Acting Chairperson: Shawna Belcourt**

**Vice-Chairperson: Clare Paterson**

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**Members:** Shawna Belcourt, Clare Paterson, Kathleen Tanguay

**Guests:** Chantal Bouillon, Steve Williams, Cheryl Kottelenberg

**Administration:** Jeannie Armstrong, Laura Di Ianni

**Recorder:** Vicki Blakely

**Absent:**

**A. Call to Order:**

1. Land Acknowledgment: Jeannie Armstrong

As we continue to learn together in these exceptional circumstances, I (we) would like to acknowledge, as we do at school, that this land on which we live and learn daily, is the traditional territory of the Michi Saagig (Mississauga) Anishnaabe. All of the PVNC Catholic District School Board lies within the Williams Treaty territory and we are all Treaty people. We offer our gratitude to the First Peoples of this land who continue to care for, and share their teachings about, our earth and our relations. May we honour those teachings.

2. Opening Prayer: Shawna Belcourt

3. Additions to the Agenda

None noted.

4. Motion to approve the agenda as presented:

Moved by: Clare Paterson

Seconded by: Kathleen Tanguay

That the agenda be approved as presented.  
Carried

5. Declarations of Conflicts of Interest

None noted.

6. Motion for Approval of the Minutes of the November 17, 2022 Meeting.

Moved by: Clare Paterson

Seconded by: Kathleen Tanguay

That the Minutes of the Special Education Committee meeting held on November 17, 2022 be approved as presented.

Carried

7. Business arising from the Minutes:

None noted.

**B. Recommended Actions/Presentations:**

1. Remarks: Chairperson, Shawna Belcourt

Welcomed everyone and thanked them for shifting to virtual due to the weather. Reminded everyone that questions can be asked at the end of presentations.

2. Remarks: Superintendent of Learning/Special Education Services, Jeannie Armstrong

Superintendent Armstrong welcomed Cheryl Kottelenberg from Catulpa Community Support Services.

The trip to Ottawa Catholic District School Board to visit early intervention classrooms from the fall, that was delayed due to labour disruptions, proceeded December 13. Central staff along with principals visited the Kindergarten Assessment systems class supporting primary students with Autism. PVNCCDSB is investigating how this model may benefit students within the board, with the possibility of a pilot project, in the future.

There is a focus on building community and collaboration within our Centre for Autism Spectrum Assistance (CASA) classroom teams. This is being built through professional development that was offered to secondary teams on November 25 and through CASA Principal and Teacher meetings that are hosted throughout the board at the different CASA schools. Similar collaboration is being offered to School Based Autism (SBAP) teams for the two schools that have SBAP classrooms.

Special Incidence Portion grant funding claims have been an extensive process for central teams and school special education teams. An overview will be given by Vice Principal of Special Education Laura Di Ianni. A letter to SEACS from DDSB, the agenda package has

been included in regards to funding not adequately addressing staffing needs in schools.

A request to shift the topic for the upcoming February meeting of the Special Education Advisory Committee has been requested. The topic of destreaming of grade 9 has been requested to move to the March date due to scheduling conflicts.

3. Remarks: Trustee Kathleen Tanguay

The new board is settling in, the majority of trustees are new. The trustees will be touring all schools throughout PVNCCDSB, with visits scheduled between now and the end of the school year. Trustee Tanguay is currently at the Ontario Catholic School Trustee conference with the majority of trustees in attendance. Looking forward to the learning opportunities at the conference.

**C. Presentations/Discussion Items:**

1. Universal Design for Learning - Chantal Bouillon - Special Education Services Consultant, Steve Williams - Special Education Services Consultant

Universal Design for Learning is not a new term, it has been around for years, but coming to the forefront in education. It is founded in curriculum design and framework used to develop a nurturing environment. It is rooted in the premise that what is necessary for one, is good for all, with multiple pathways to learning.

Dr. Powell from the Othering and Belonging Institute's model of Differences Between Exclusion, Inclusion and Belonging was demonstrated along with how it relates to Universal Design for Learning. Making curriculum and tools accessible to everyone in the classroom is already being seen in our classrooms, but the goal is to improve and grow this strategy.

Neurodiversity, the viewpoint that brain differences are normal rather than deficits was explained and how Universal Design for Learning supports this view. PVNCCDSB classrooms include a variety of neurodiverse students, meaning there is no average. The presentation then viewed [Ted Talk - The Myth of Average: Todd Rose](#). The video of designing a fighter jet can be transferred over to the classroom and how to best support all students.

Universal Design was first rooted in the physical world, such as curb cuts, ramp access, wide doorways, closed captioning, sliding doors. These are designed for specific needs, but can be used by all and may benefit all. This concept is now being transferred into broader areas, the classroom specifically for the board.

Examples of Universal Design - curb cuts, ramp access, wide doorways, closed captioning, sliding doorway.

Learning for All - A Guide to Effective Assessment and Instruction for All Students  
So, some of these things are essential for some students, but good for all. The committee then viewed the CAST video "[UDL at a Glance](#)." It spoke to minimizing or removing barriers that in turn maximizes learning for all students, a universal curriculum that can be understood by everyone.

The presentation reviewed the differences between equality (exclusion), equity (inclusion), and accessibility (belonging) with the goal of belonging. The Wheel of Power/Privilege was also reviewed and how it relates to identifying barriers to learning potential.

Wheel of Power/Privilege - make sure we are accommodating those at the outside of the wheel to strategize and break through barriers so learners are able to access the curriculum.

From the Presentation:

The committee discussed the presentation emphasizing differentiated learning and removing barriers to create belonging. The Ted Talk was greatly received as to how it related to creating Universally Designed Learning in classrooms.

## 2. Overview of Special Incidence Portion (SIP) Funding Process - Laura Di Ianni, Vice Principal of Special Education Services

An overview of the Student Incident Portion Funding process at PVNCCDSB was given. Special Incidence Portion Funding is applied in order to help cover the costs of staff support to ensure the health and/or safety of students who have extraordinary high needs. The funding model was reviewed, with max funding for full-time students being \$28,803 and part-time students being \$14,603. Supports for these students must already be in place and parents aware of the funding applications. Central staff have worked with schools to provide applications and documentation to the Ministry.

From the Presentation:

The committee discussed the presentation in regards to who covers the costs of supporting students if they do not qualify for SIP funding. It was explained that these costs are the responsibility of PVNCCDSB as well, it was explained that a portion of the cost is not covered by funding. The committee discussed the post pandemic - level of dysregulation from younger students and the need for support from special education. The committee also discussed how the cost of covering breaks for support staff, special education resource teachers and central staff is far more complex than the regimented formula from the Ministry for funding.

Motion: Kathleen Tanguay

Second: Clare Paterson

That a draft letter come back to the committee for the Ministry to update the formula/funding model of Special Incidence Portion funding to better represent the needs and supports for students.

Carried

3. PAaC on SEAC Review/Discussion

The SEAC committee's working document was back from previous meetings to see if the committee wants to continue discussion. Discussion will continue on the document at future meetings in regards to the PAAC on [SEAC 2020 Survey of SEAC Members Executive Summary and Action Items](#).

4. The Third Path - Lighthouse Schools Update - Laura Di Ianni, Vice Principal of Special Education Services

[https://docs.google.com/presentation/d/1eVVxw0U6heH5eSTN8c5-1-CepkY\\_2X-T/edit?usp=sharing\\_eil\\_se\\_dm&rtpof=true&sd=true&ts=63cabb58](https://docs.google.com/presentation/d/1eVVxw0U6heH5eSTN8c5-1-CepkY_2X-T/edit?usp=sharing_eil_se_dm&rtpof=true&sd=true&ts=63cabb58)

An update on The Third Path - Lighthouse schools and how it frames relationship and belonging and its importance to learning. Dr. Tranter came in to speak to all PVNCCDSB Principals and Special Education Resource Teachers. Dr. Tranter is the author of The Third Path, a Social Worker, former Mental Health Lead and professor at Lakehead University.

PVNCCDSB is using The Third Path to frame equity, Universal Design for Learning and safe schools through restorative practices. This framework allows PVNCCDSB to present it all under one umbrella, as a beautiful package to discuss all of these different things in one central locale.

14 schools have engaged in being Lighthouse Schools - with some really significant work. The work will engage awareness and self location training, collaboration (central and school teams) implementing The Third Path, Equity By Design and Restorative Practices, soliciting student voice. As PVNCCDSB moves out of the awareness phase through 3 days of training, this training will be the how.

The work will/may require engagement, collaboration, time, planning, implementation, and sharing of learning. How the schools want to express their learning, will differ. This opportunity will offer release time, resources including texts, webinar series and self-paced courses. It will provide the opportunity to work closely with the central team that includes the Mental Health, Equity and Special Education Teams.

From the Presentation:

The committee discussed the presentation with the concern of how release time will be offered given the challenges with supplies. The team is ensuring planning dates ahead of time so absences can be put into the system early. The committee

discussed the timeline, with the first phase beginning the end of February in the Awareness phase, Training in May/April, and Implementation intended for May/June.

**D. Correspondence Items:**

1. Dufferin-Peel Catholic District School Board - Requesting Ministry extend the time students with differing abilities have to remain or continue in Secondary School beyond year 7 and beyond age 21.

Moved by: Kathleen Tanguay

Seconded by: Clare Paterson

That the committee supports the letter from Dufferin-Peel Catholic District School Board on requesting the Ministry to extend the time students with differing abilities have to remain or continue in Secondary School beyond year 7 and beyond age 21 and bring a draft letter for review to the next meeting.

Carried

2. Durham District School Board - Special Incidence Portion Claim Funding

This item was addressed during the Special Incidence Portion presentation and a motion was made to bring a draft letter in support to the next meeting.

**E. Information Items:**

Information Items/updates were received as follows:

1. PVNCCDSB Board of Trustee Minutes and Agendas  
<https://www.pvnccdsb.on.ca/our-board/board-meetings/>
2. Community Living - Together We Are Better Contest  
Inclusive Education Month - February - Photo/collage/story from your school why inclusion is better - Community Living Ontario with the request that this documentation be shared with PVNCCDSB Principals

**F. Old Business:**

1. Motion Tracking:

Motion Date	Subject/Status
February 17, 2022	PPM 172 FASD motion to draft letter
April 21, 2022	PPM 172 FASD draft letter approved as presented
April 21, 2022	PPM 81 Proposed Update Downloading medical procedures onto special education support staff - letter drafted ready for review by SEAC

May 19, 2022	PPM81 draft letter approved as presented.
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**G. New Business:**

1. Putting forward recommended action to the PVNCCDSB Board of Trustees to add one new member to the Special Education Advisory Committee.
  - a. R.A. that Cheryl Kottelenberg of Catulpa Community Support Services, be approved as a member of the Special Education Advisory Committee for the remaining term of November 15, 2022 to November 14, 2026.

Moved by: Clare Paterson

Seconded by: Shawna Belcourt

That the recommended action that Cheryl Kottelenberg of Catulpa Community Support Services, be approved as a member of the Special Education Advisory Committee for the remaining term of November 15, 2022 to November 14, 2026

Carried

**H. Next Meeting:**

1. Selection of Members for Territorial Recognition, Opening and Closing Prayers
  - a. Territorial Recognition: Laura Di Ianni
  - b. Opening Prayer: Clare Paterson
  - c. Closing Prayer: Shawna Belcourt

**2. 2022-2023 Meeting Dates:**

Date (6:30-8:30 p.m.)	Topic
February 16, 2023	Self-regulation-Dr. David Tranter
March 23, 2023	Destreaming of Grade 9
April 27, 2023	Demographic Student Census
May 18, 2023	Budget
June 15, 2023	Special Education Plan

**I. Conclusion:**

1. Closing Prayer: Clare Paterson
2. Adjournment

Moved by: Clare Paterson  
Seconded by: Kathleen Tanguay  
That the meeting held on January 19, 2023 be adjourned at 7:43 p.m.  
Carried