

Minutes

The Minutes of the Special Education Committee Meeting held on September 26, 2019 at 6:30 p.m. in the Boardroom of the Catholic Education Centre.

PRESENT

Members Shawna Belcourt, Arlene Godby, Helen McCarthy, James Mellon, Emanuel Pinto, Laura Quibell, Kelly Smigielski

Absent (by motion) Anita Arnold, Melissa Gillespie, Clare Paterson
Administration Laurie Corrigan, Gerard Winn

Recorder: Theresa Greavette

A. Call to Order:

1. Arlene Godby called the meeting to order and lead the group in prayer.

We acknowledge that we are meeting on the traditional territory of the Mississauga Anishinaabe.

2. Approval of Agenda

Motion: Moved by Kelly, seconded by Shannon that the agenda be approved as presented.

Carried

3. Declarations of Conflicts of Interest

None noted.

4. Excusal from Attendance

Motion: Moved by James, seconded by Kelly, that Anita Arnold, Melissa Gillespie and Clare Paterson be excused from attendance at the September 26, 2019 Special Education Advisory Committee meeting.

Carried

5. Approval of the Minutes of the June, 2019 meeting.

Motion: Moved by Laura seconded by Kelly that the Minutes be approved as presented.

Carried

6. Business Arising from the Minutes

None noted.

B. Recommended Actions/Presentations:

1. Remarks: Chairperson

Arlene welcomed members back to the new school year.

2. Remarks: Superintendent of Learning/Special Education

Laurie explained that the unions are in negotiations and stressed the importance of maintaining positive relationships. Laurie distributed a letter that will be sent home to parents and advised that labour relations updates are available on board website. Laurie advised the Board is committed to maintaining the wellbeing of students and hopeful for resolution. The committee discussed the impact labour disruption would have on students who require EA support. Laurie advised that parents who have concerns should be directed to contact their school principal.

Friday, September 27 is Faith Day, we have a new video message from David Wells to guide our day of reflection.

Monday, September 30 is Orange Shirt Day; students and staff are encouraged to wear orange shirts to as a symbol of the impact of residential schools.

OCSTA sent a request for information regarding the number of students with severe ASD in our board. In considering this request, the board takes into consideration Table 2 Severity Levels for Autism Spectrum Disorder, as referenced in the DSM IV. The board also submitted the numbers of students who are entered (or re-entered school this fall) and who receive programming and supports that would be in keeping with the DSM designation.

PPM 163 – School Board Policies on Service Animals was issued on September 9, 2019. School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by January 1, 2020.

Central Special Education staffing updates - Lia Jenner, Supervisor of Student Services, is replacing Dr. Cynthia Chan Reynolds who is on leave this year. Theresa Greavette replaces administrative assistant Susan Mariutti who recently retired.

3. Update from Trustees

Emmanuel reported that at the board meeting held on Tuesday, September 24, he heard about many summer learning programs that provided opportunities for students to stay active and academic. These included summer school, Camp Aim, Focus on Youth and welding camps. He also heard about the PVNC Holocaust Education Program that took place in July and in which the Director of Education participated.

Helen attended the Eastern Ontario Conference of Trustees and reported that a lot of boards are experiencing similar issues with funding and staffing.

4. Special Education Department Plan 2019-2020 (*Gerard Winn, Principal of Special Education*)

Gerard presented on the special education department updates and goals for the year. The presentation is attached to the Minutes.

Special Education Services Department Goals/Common Themes:

- a. Learn pillar – instruction/PD is purposeful, utilizes Differentiated Instruction approach & is collaborative to promote critical thinking and application skills. Focus on IEPs, ABA, self-regulation, utilize data/assessment/feedback to inform next steps.

- b. Lead Pillar – multi-disciplinary approach to support/empower students staff and families. Asset-based approach, strengths of students, include students in learning, build capacity, collaborative approach to problem solving school-specific needs.
- c. Serve pillar – increase awareness and deepen understanding of Catholic Social Teachings as they relate to the work we do. Solution-focused to honour dignity of each learner with special needs.

September Updates:

- a. Principal PD inservice – collaborative interdisciplinary teams focused on case studies, moderated marking, guided review of IEPs, sharing best practices, timetabling, working with community partners, wellbeing and self-care. Feedback from Principals was that they appreciated working in smaller groups and collaborating. Principals also provided a wide range of suggestions for future PD.
- b. SERT Inservices - this year we held meetings in September (rather than October) and had 4 regional meetings. Topics included best practices, IEPs (elementary and secondary level), SLP assessments, transitions. Feedback from SERTs was that they appreciated the relevance of region specific meetings (e.g. community partners in their region).

C. Discussion Items:

1. Meeting Times – The Committee discussed the duration of the SEAC meetings, which is not mandated by the Ministry and varies from board to board.

Motion: Moved by Kelly, seconded by Helen that the SEAC meetings times be changed from 6:30 p.m – 9:00 p.m. to 6:30 p.m – 8:00 p.m.

Carried

2. SEAC Working Group: Establishing SEAC Goals

The committee reviewed the schedule of meetings and topics for the year and determined what the goals should be for each meeting.

- Oct.17 – IPRC process/IEP & update
The committee will review the IEP toolkit and some of the documents that are already being shared with parents. The goal of the committee is to be more informed.
- Nov.21 – School Based Autism Support Program
The committee will hear an update regarding the pilot project at St. Anthony CES. This is a learning goal.
- Jan.16 – Accessibility
The committee will review the list of schools that need work to become accessible, what types of contingencies are in place at schools if things don't work (e.g. elevator, door button, what happens to lift system when power goes out). Accessibility standards must be met by 2025 to make sure Schools and playgrounds are accessible, inclusive and integrated.
- Feb.20 – PPM149 Protocol for Partnerships with External Agencies
The committee will learn about third party agreements with outside agencies in schools. This is a learning goal.
- Mar.26 – Program Updates (Special Education and LSS) & Section 23

The committee will review all the programs available and the criteria of who these programs are suitable for.

- Apr.16 – Math, Math & DLD, EQAO
The committee will look into what accommodations are in place for students. There will also be an update on the math programs.
- May 21 – Transitions
Elementary to secondary and secondary to community – The committee will discuss the transitions and create a document with the various agencies/ supports for students and families that can be shared with the schools in the 4 different regions.
- Jun.18 – Budget & Spec Ed Staffing, Spec Ed plan review
A section of the Spec Ed plan will be provided with the agenda for each SEAC meeting and the committee are asked to review it piece by piece as provided. The complete plan and checklist will be reviewed at the June 18 meeting.
- Tour/PD – The Cradle for Special Olympics (fundraiser) in May at the memorial centre was suggested for the committee. Date TBD.

D. Information Items:

Upcoming OAP Information Sessions – Dates Attached to Minutes

Reports from SEAC Members
Included on agenda.

E. Old Business: none

F. New Business:

G. Next Meeting:

1. Thursday, October 17, 2019
Boardroom, Catholic Education Centre
6:30 – 8:00 p.m.

Future Meetings & Presentation Topic:

Thursday, November 21, 2019
Thursday, January 16, 2020
Thursday, February 20, 2020
Thursday, March 26, 2020
Thursday, April 16, 2020
Thursday, May 21, 2020
Thursday, June 18, 2020
Tour/PD To be determined

G. Conclusion:

1. Closing Prayer: Arlene closed the meeting with prayer.
2. Adjournment
Motion: Moved by Shawna, seconded by Laura, that the meeting be adjourned.

Carried

Upcoming OAP Information Sessions

DATE	LOCATION	TIME	REGISTRATION
Oct. 3, 2019	Five Counties Peterborough	6:00 – 8:00pm	https://www.autismontario.com/civicrm/event/info?id=1843
Oct. 10, 2019	Kinmount Public Library	5:00 – 6:30pm	https://www.autismontario.com/civicrm/event/info?id=1844
Oct. 22, 2019	Minden – Kinark Outdoor Centre	12:30 – 2:30pm	https://www.autismontario.com/civicrm/event/info?id=1846
Nov. 4, 2019	Lindsay Public Library	6:00 – 7:30pm	https://www.autismontario.com/civicrm/event/info?id=1847
Nov. 9, 2019	Peterborough Public Library	3:00 – 5:00pm	https://www.autismontario.com/civicrm/event/info?id=1848
Dec. 4, 2019	Lindsay Public Library	10:30 – 12:30pm	https://www.autismontario.com/civicrm/event/info?id=1849
Dec. 5, 2019	Peterborough - Five Counties	1:00 – 3:00pm	https://www.autismontario.com/civicrm/event/info?id=1850



LEARN



LEAD



SERVE



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board



Special Education Presentation for SEAC

G. Winn

September 26, 2019



*Peterborough Victoria
Northumberland and Clarington
Catholic District School Board*



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.



Highlights

- **SES Department Goals/Common Themes**
- **September Updates**

SES Department Goals/Common Themes

Catholic Special Education Improvement Plan for Student Achievement and Well-Being

LEARN Pillar:

- instruction/PD is purposeful, utilizes DI approach & is collaborative to promote critical thinking and application skills

ACT:

- focus on IEPs, ABA, self-regulation; utilize data/assessment/feedback to inform next steps

SES Department Goals/Common Themes

Catholic Special Education Improvement Plan for Student Achievement and Well-Being

LEAD Pillar:

- multi-disciplinary (collaborative) approach to support/empower students, staff & families

ACT:

- asset-based approach; student centered; build capacity; collaborative approach to problem solving school-specific needs

SES Department Goals/Common Themes

Catholic Special Education Improvement Plan for Student Achievement and Well-Being

SERVE Pillar:

- increase awareness & deepen understanding of Catholic Social Teachings (CST) as they relate to the work we do with our students/schools

ACT:

- CST learning; solution-focused to honour dignity of each learner with special needs

September Updates:

Principal PD Inservice:

- collaborative interdisciplinary teams focused on case studies, moderated marking (guided review of IEPs), sharing of best practices (timetabling, engaging community partners), well-being and self care

Intended Outcomes:

- Increased knowledge and skill in special education applications
- Enhanced knowledge of Individual Education Plans
- Expanded repertoire of strategies and best practices

September Updates:

Regional SERT Inservices:

- small settings, topics of interest related to region, more one-on-one vs. stand and deliver model, team approach (SLP, social worker, psychometrist, etc.)

Topics:

- Best practices (tracking/data analysis, IEPs, transitions from elementary to secondary, accessing community partners/agencies to support students/families, ABA); IEP Guided Process Review, role of SLP, role of ASD Itinerant Teacher; case studies; etc.