

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD  
Special Education Advisory Committee**

Monday, April 12, 2010 @ 6:30 p.m.

***Videoconference Sites:***

Board Office, Marathon  
Geraldton Composite High School, Geraldton  
Lake Superior High School, Terrace Bay  
Manitouwadge High School, Manitouwadge  
Nipigon-Red Rock District High School, Red Rock

**MINUTES**

<b><u>Voting Members</u></b>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Audia, Jessica				X		Keenan, Darlene ( <i>Alternate</i> )					X
Brown, Cindy		X				Notwell, Kathy		X			
Simmons, Tina ( <i>Alternate</i> )				X		Nelson, Theresa		X			
Dupere, Cheryl					X	Tyance, Shirley		X			
Brown, Tammy ( <i>Alternate</i> )				X		Groeneveld, Sharon ( <i>Alternate</i> )				X	

<b><u>Resource Members</u></b>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>					
	OS	TC	VC	A	R	
Pella, Patti: <i>Director of Education</i>				X		
Tamblyn, David: <i>Assistant to the Director of Education</i>	X					
Newton, Valerie: <i>Superintendent of Student Success</i>						X
Hamill, Sherry: <i>Special Education Board Lead</i>						X
Parsons, Don: <i>Student Support Lead</i>		X				
Morden-Cormier, Nicole: <i>School Effectiveness Lead</i>		X				
Joanette, Rose-Marie: <i>Recorder</i>	X					

- 1.0 Call to Order  
David Tamblyn called the meeting to order at 6:32 pm
  
- 2.0 Approval of Minutes  
S. Tyance advised that her attendance status should be changed from absent to regrets as she tried to connect to the meeting but was unable to establish the link to the meeting.  
  
Moved by: C. Brown                      Seconded by: S. Tyance  
**✓ That, the Minutes of February 9, 2010 be approved as amended.**
  
- 3.0 Additions to the Agenda  
There were no additions to the agenda.
  
- 4.0 Business Arising from the Minutes  
There was no business arising from the minutes.
  
- 5.0 Correspondence
  - 5.1 Ministry Memorandum to SEAC (March 12, 2010)  
D. Tamblyn read the letter aloud for the group.

- 5.2 Letter from Minister Dombrowsky to SEAC  
D. Tamblyn read the letter aloud for the group.

6.0 New Business

6.1 Mental Health and Children's Services in Your Community

Don Parsons provided a comprehensive verbal presentation about the history and implementation of the Algoma Region Community Partners website, a portal developed collaboratively by the Algoma District School Board (ADSB) and Mental Health and Children's Services in Community partners in Sault Ste. Marie, Ontario. The website assists in searching services, supports and resources in the area of community mental health and well-being of school-aged children and youth in the Algoma region. The ADSB website ( [www.adsb.on.ca](http://www.adsb.on.ca) ) has a direct link to the Algoma Model and/or the direct link to the program is [www.algomamodel.ca](http://www.algomamodel.ca) .

This software program was developed by the ADSB using funds from the School Support Leadership funds. It is a hands-on resource for the public to access information about what programs, resources, research and community services are available in regard to the children's mental health issues. He said that the model provides comprehensive contact information in a manner similar to Ontario 211. Ontario 211 is a telephone dial-up program that provides free, confidential access to information about a full range of community, social, health and government services. A major difference is that the ADSB model goes far deeper and in a major way, it includes the efforts and program of the school board as related to the support of youth with mental health problems.

Superior-Greenstone DSB, northwestern Ontario mental health services agencies and Dilico have all explored the resource and agree a similar product for NWO would be a definite advantage. The cost of the developing such a program is immense. He is exploring avenues for its development in our area, possibly through a partnership within the agencies forming part of the Cluster 23 Student Support Leadership (SSL) Initiative through the Ministry of Child and Youth Services and the Ministry of Education. Algoma DSB's effort came to fruition through its association within Cluster 13 of the initiative designated in their area.

He indicated that initiative funding for his portfolio is due to end by June, but he is attempting to get the first stage of development set up. If the SSL initiative is extended by the ministry he expects to proceed in earnest with establishing the partnership necessary to complete such a project for the benefit of NWO educators.

He will provide an update on the progress made to the end of June and if SSL funding continues, he can bring the information himself to SEAC, or insure the information is communicated through board administration to SEAC

6.2 Oral Language Project

School Effectiveness Leader Nicole Morden-Cormier provided a comprehensive verbal report on the Oral Language Project. She explained its association with her portfolio and how the project's came to fruition as a result of the advocacy by the Northern Ontario Education Leaders.

The Oral Language Project involves examining how children learn to read and write, which includes meticulously studying youngsters who may be struggling with language to determine how much the children are understanding what they hear.

In September, grade 2 students are given an Oral Language Assessment to help determine this auditory processing. The nature of the assessment allows teachers to determine what how many instructions a child can process at one time and how complex can these instruction be before the child loses their ability to process. Many nuances or degrees are

incorporated during the assessment done on the children and this in turn, through analyzing the data can help teachers develop appropriate instruction strategies to boost oral language instruction.

Nicole said that the four phases that teachers attempt to bring through in developing oral language processing include:

1. Discussion, an attempt to have the child express their thoughts and opinions about something, for example using an artifact to prompt conversation
2. Listening and responding, once the interaction has been established with the child, that is, they may be asking questions and seeking clarification within the conversation
3. Writing it down, by connect their conversation to writing, it demonstrates that what is spoken can be written down
4. Reading what is written down from the conversation; the child can be prompted to read it back

When reading things back, the children get to see themselves as writers. When this happens, the students can see themselves as writer. As a reader and a writer, engagement in the process is enhanced. From this vantage point, the teacher can then begin to push the prompts into many different areas of the curriculum such as science.

In this kind of classroom, the teacher is the focal point in the classroom, the children are the ones who talk and learn from each other, the teacher acting for the most part as the prompt for discussion.

D. Tamblyn offered that the positive experiences realized in the primary levels has taught us lots about the practices in our other levels. He noted that there is a personal interest beginning to develop among the SERTs about this prompt strategy. Professional learning communities to have teachers learn about this strategy together is horizon.

- 6.3 Restorative Practices: Another Way of Disciplining  
This item was deferred to the next meeting.

7.0 Agenda Items: Next Meeting Date/Time/Venue

7.1 Agenda Items

Special Education Funding Memo / D. Tamblyn  
Special Education Board Policy Review / S. Hamill

7.2 Next Meeting

Group agreed to set this as a face to face meeting in Terrace Bay, tentatively on Tuesday, May 11, 2010 at 6:00 p.m. Availability of quorum will be checked for this date and if unsuitable this date could change.

8.0 Adjournment

Moved by: C. Brown Second: T. Nelson

✓ **That**, the SEAC meeting be adjourned at 7:27 p.m.