



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

October 13, 2020 @ 3:00 pm

Videoconference Sites:

Due to Covid-19, SGDSB will conduct their SEAC meetings virtually until further notice. Videoconference sites will be unavailable. Please contact the board office to receive the electronic invitation/link to the meeting.

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Minutes

Voting Members (4/7)	OS	TC	VC	A	R
MCINTYRE, Margaret: <i>Trustee (Chair)</i>		X			
MANNISTO, Mark: <i>Trustee (Vice-Chair)</i>					X
CORMIER, Paul: <i>First Nation Trustee</i>			X		
GAGNON, Carmen: <i>Municipality of Greenstone – Community Services (Alternate)</i>					X
BEAULIEU, Nicole: <i>North of Superior Counseling Programs (NOSP)</i>					X
BRAKE-WELDON, Brandy: <i>Dilico</i>			X		
AUDIA, Jessica: <i>Superior Greenstone Association for Community Living</i>			X		
DAVIES, Candace: <i>North of Superior Programs (NOSP-Alternate)</i>			X		
TBA: <i>Dilico (Alternate)</i>					
GROENEVELD, Sharon: <i>Superior Greenstone Association for Community Living (Alternate)</i>					X
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Alternate)</i>			X		
NESBITT, Jason: <i>Trustee (Alternate)</i>					X
MAJOR, Christine: <i>Trustee (Alternate)</i>					X
PELLETIER, Allison: <i>Trustee (Alternate)</i>					X

Resource Members	OS	TC	VC	A	R
McRAE, Pinky: <i>Board Chair (Ex-Officio)</i>					X
MORDEN CORMIER, Nicole: <i>Director of Education</i>			X		
GOODMAN, Will: <i>Superintendent of Education</i>			X		
COUTURE, Erin: <i>Student Trustee</i>					X
SCHWANTZ, Sydney: <i>Student Trustee</i>					X
RENAUD, Deana: <i>Mental Health Manager</i>			X		
BIANCO, Melissa: <i>Positive Behaviour Support Consultant</i>					X
CURTIS, Sara: <i>Principal, Terrace Bay and Schreiber Public School</i>			X		
BREWSTER, Annick: <i>Principal, SGDSB Virtual Secondary School & Continuing Education</i>			X		
NICOL VELLA, Janice: <i>Secretary</i>			X		

Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)

1.0	Call to Order:	at 3:07 p.m. by Chair, Margaret McIntyre
2.0	Approval of Minutes from September 22, 2020:	
	Motion to approve minutes made by: Sheila Zappitelli	

	Seconded by: Brandy Brake Weldon	
3.0	Additions to the Agenda:	
	None	
4.0	Business Arising from Minutes:	
	None	
5.0	Agenda Items:	
	Host	
5.1	Student Census Pilot Consultation	Mahejabeen Ebrahim, Lakehead Public Schools
	<p>Mahejabeen presented to the committee (attached) about the Student Census Pilot. Several schools across Ontario have completed the survey. We are looking to promote equity while being mindful of identify and it is being done in collaboration with Lakehead SB (piloted with 1 school). Additional notes to the presentation are as follows:</p> <ul style="list-style-type: none"> -Barriers can be 'buried' in the system, and this data can help us probe that and allow us to address these barriers to help students achieve their potential. Qualitative data helps understand and is valuable info. -Parent/guardians can opt out of survey (collecting personal info), but we are working through communication strategies to bring an understanding of collecting and using the data, which is confidential. How it's stored is secure, few people have access (authorized, and only as a best practice). Reports are aggregate form and shared, and there are suppression rules where there are low data sets to help maintain confidentiality. -Student questions, e.g. gr 7-12 around sexual orientation: there are identity markers that also include parental info to help understand child and their context better, and how things are addressed. The pilot is a form of consultation as well, it includes a multi-pronged communication strategy. Data is combined to not ID individuals. -Using a multi-pronged approach where school websites will have information. Letters are also going home to parent/guardians. In 2021 they would like to conduct a similar census of staff. <p>Questions/comments with response:</p> <p>M McIntyre noted that this is an interesting concept. P Cormier asked what is driving this, ministerial requirement under education act? The response was yes, all boards required to collect data, and for those not underway there is available funding. About 1/3 are done. Anti-racism act requires boards to collect this data, and we are required to collect, understand, analyse the info, under multiple authorities.</p> <p>P Cormier (suggestion): provide a slide to ensure there's understanding where the request is coming from (e.g. MoE?), and the legal context would be helpful to know (e.g. relevant Acts).</p> <p>P Cormier noted that students in Gr 7-12 seem young to legally do that asking if this is unique to Ontario? Mahejabeen was unsure of other provinces, in Ontario it is ok adding that we have an extra step in our transparency with parents, and the info is fully provided to them and in multiple ways (social media, emails, etc) where the goal is transparency.</p> <p>P Cormier added that subsections and definitions are critical as well, that we are used to certain terms (aboriginal / indigenous/etc).</p> <p>P Cormier (observation/feedback): we'll be able to analyse data by subgroups, for students on IEP's, are we communicating with them, are teachers accommodating these IEP's as required? We can gather useful info and there is a need for it, but we need to see that these accommodations are being managed by the teacher (as in some cases, they are not).</p> <p>ME: checks and balances, teachers oriented to help respond to questions etc from their class, and as we look into the data alongside Trillium data for example, we are preparing in ways to help answer these questions.</p> <p>P Cormier asked how often will this be done, with Mahejabeen indicating that every 4-5 years is standard practice unless there is a different ministry requirement; wait on government to crystalize this. We have the ability to add info or correct or withdraw info as required. ME: would be good to gather</p>	

	<p>data once a child enters the system, perhaps the pilot will help us determine how often we should do this?</p> <p>M McIntyre raised the concern of (example) a student is in Gr 7, who is 12/13 yrs old having to answer the survey in the classroom, asking if there is pressure for them to complete it and what if student decides to answer in one manner but parents are not in agreement, what are the implications? Mahejabeen answered that the census can be set up as a class activity, that students can choose to skip the whole exercise, answer specific questions and no one will know, these aspects are part of the teacher training. She added that the goal is to engage through a voluntary census and there should be no pressure to complete it. If parents are not in agreement (it is important that the census be completed by the student), but parent can opt out, though the census is about student voice. Mahejabeen added that being in the school system is a lifelong experience, and it is important to engage in students learning and give them a voice, to empower them to respond, and respect the answer while allowing them to identify themselves...it is tricky to manage, but our dedicated, trained staff will help.</p> <p>M McIntyre asked about training teachers, if there is a struggling student, will teachers know who the student is, where is there support for them (e.g. "I identify as...")? Mahejabeen advised that the census is easy to fill out, and it's ok to ask questions, that referrals are available, and students are not being pushed beyond their comfort zone. The design of the tool is simple/child-friendly and tested in other schools. She added that there are examples available and that the goal of teacher is to facilitate understanding, not monitor. W Goodman added that this is a pilot project and we will ensure full support is put into this to get the best results from students.</p> <p>M McIntyre closed by noting agreement with P Cormier that having the survey done more often would show interesting info. She applauded SGDSB for taking on a pilot project as this benefits our students. She thanked Mahejabeen for joining us.</p>	
5.2	Multi-Disciplinary Team Update	Sara Curtis
	<p>S Curtis provided an update on the role of team in supporting schools in their 'preparation to pivot' in the event we are faced with a school or classroom closure. Documentation is prepared to support spec ed (a Covid preparedness checklist) to help school teams think about what needs to be in place if we close. She also made mention of Melissa Bianco's work on BMS (Behaviour Management System) training for EA's and school teams and that they will partner with the NTIP lead so that learning will be available to all new teachers in our district, along with EA's and others who could benefit.</p> <p>WFAS training (H Freeburn) is a primary screen for psycho-educational assessments happening tomorrow. The board is building capacity with staff and working hard to ensure students are confident as self-advocates of their own IEP and of the supports that should be available to them in the classroom setting. Students can also help identify what's not helpful with accommodations and they're working on IEP audit process. M Bianco's is also working with spec ed teachers and families with children with autism to provide ABA (Applied Behavioural Analysis), sessions, to ensure info is shared with spec ed teachers for families looking for additional supports.</p> <p>N Morden-Cormier commented on the importance of making connection of the IEP audit and advocacy, she added that through connections with the 'know thy learner' program, we are help understanding exceptionalities and how we provide support for them. She added that some teachers have done spec ed pt 1, but not pt 2, and that both pieces together help address challenges. She added from a personal experience, that as students start to understand their exceptionality, they can help and better advocate for themselves.</p> <p>P Cormier added that he is excited to hear this (involve kids in IEP younger), acknowledging that each student/exceptionality is unique, and encouraging them to be comfortable with their exceptionality is key, and that teaching them advocacy early can help later on...that learning differently is ok.</p> <p>M McIntyre thanked S Curtis for the report and for the whole team for their work.</p>	
6.0	Correspondence:	Host
6.1	Durham District School Board (DDSB) – Fall Exemption Letter	Will Goodman
	<p>W Goodman provided a summary of this letter: potential solution for SIBs and there is \$27,679 extra for our SB, and the money is a reimbursement after supports are placed in the schools. Applications are done in Dec, typically approved in May/June, but last years' funds remain outstanding (2019/20 school year). They are funds we can 'count on' and this request asks the Ministry to use a 5-year funding</p>	

	<p>average. SGDSB has seen growth in SIB applications, and 'Know the Learner' has allowed us to understand our students better. For SGDSB to use an average, we would see less thus it is recommend that we do not support this letter.</p> <p>P Cormier indicated that this may have come up elsewhere where others felt it was a good idea, but some boards are in different situations. He asked if there is dialogue/venue somewhere to ensure we aren't left out of discussions. W Goodman advised that our communications link through MoE is a resource for us, and that other boards have not sent similar letters and that if they do, we can connect with MoE reps. N Morden-Cormier advised that she can advocate for this at the directors table as well.</p> <p>M McIntyre asked if Durham board is the only board to request this, W Goodman confirmed this. She confirmed that N Morden-Cormier and W Goodman will manage this through talks with the ministry and that written correspondence shouldn't be supported at this time. No objections.</p>	
7.0	New Business:	Host
	None	
8.0	Information Items:	Host
	None	
9.0	Agenda Items: Next meeting Date/Time/Venue:	November 10, 2020 at 3 pm – Virtual Meeting
	Please forward any agenda items to Janice Nicol Vella.	
10.0	Adjournment:	4:02 p.m.
	Motion to adjourn made by P Cormier	
	Motion to adjourn seconded by C Davies	