



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

March 9, 2021 @ 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		
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
MOORE, Jennifer <i>Dilico (Alternate)</i>				X	
GROENEVELD, Sharon: <i>Superior Greenstone Association for Community Living (Alternate)</i>					X
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Alternate)</i>			X		
<i>Member vacancy</i>					
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		
GYORI, Amanda: <i>Vice-Principal, Dorion Public School</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:	The meeting was called to order at 3:06 by Chair, M. McIntyre.
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2.0	Approval of Minutes from February 16, 2021:	
	Without quorum, this meeting will proceed as an information meeting.	
3.0	Additions to the Agenda:	
	Nil	
4.0	Business Arising from Minutes:	
4.1	Spec Ed Guides: <i>Parent's Guide to Spec Ed, Parents' Guide to Spec Ed, Appeals, Support Organizations and Contacts, School to Community Transition</i>	Annick Brewster
	This was covered under item 5.2.	
4.2	Letter of support: Durham District School Board	Annick Brewster
	This can move forward to board of trustees.	
5.0	Agenda Items:	Host
5.1	Land Acknowledgement	Shy-Anne Bartlett
	<p>S. Bartlett gave the committee a thoughtful and insightful explanation of land acknowledgements and that for her, our school boards strategic plan has alignments/links with the stewardship and relationship pillars. Stewardship: responsible for 'something', we acknowledge that we are on a shared land, and that when we are building an acknowledge, we understand/know communities and understand the historical context of the land. We do not want to write a script, it should honour the land, community, original custodians and represent the territory and region for which it is written. We would reach out to Red Rock Indian Band (RRIB) and ask what is pertinent to this area and open the dialogue. The land is like our mother, and from euro-centric point, it's ownership but we cannot truly own the land (i.e. cannot own your mother, but we can care, work, and learn with your mother). We want to honour past ancestors, present and future, who were on this land ahead of us, the knowledge keepers and to help maintain the country for future generations. These could be the main speaking points, and in summary she asked: 'What does it mean to you, your community, and how are we honouring the original custodians and ancestors of the past, present and future?', and that most importantly a land acknowledgement needs to come from the heart.</p> <p>P. Cormier added that it is important to think of the words, important to reflect on what we are doing, and what helps? He referred to <i>aki</i> – everything has to do with land, everything goes back to that, and many Anishinabek do this daily – many acknowledge it in everything they do. A land acknowledgement looks to help non-indigenous people understand this connection. A suggestion he made with another group was for members/committee to take a turn with their own land acknowledgement. He suggested that there are many examples to look at and to find the pieces that make sense to you.</p> <p>He reiterated S. Bartlett's words about the importance of honouring the maternal aspect/mother earth and that means speaking from the heart; this is a crucial point. Also, land acknowledgements are part of reconciliation and working with one another & together, it is important for us to take the initiative to do these things, miigwetch.</p> <p>W. Goodman confirmed that this guidance from S. Bartlett and P. Cormier is foundational to what we are doing, that it is important for our entire committee hear this message and asked if S. Bartlett could return and discuss this again with the whole group.</p> <p>M. McIntyre requested that this be added to agenda for next meeting as it would be valuable guidance for everyone and she thanked S. Bartlett her for her time and guidance.</p>	
5.2	Spec Ed Guides: <i>Parent Guide to IEP</i>	Annick Brewster
	<p>A. Brewster advised that this parent guide has info regarding students IEP's and how they are created, and like the others, we are seeking feedback on this guide.</p> <p>W. Goodman reiterated details from other discussions: that these be user friendly and usable, accessible and asked how to make them accessible for indigenous communities. A consultation process was discussed to help (e.g. IEAC, talk with families who experience spec ed with children) and to determine how to best serve those who need these documents, which could mean significant discussions.</p>	

	<p>P. Cormier provided some feedback (notes taken by A. Brewster) and he spoke of the importance of indigenous support roles.</p> <p>N. Morden-Cormier thanked P. Cormier for the suggestions and great feedback. She advised that it will be important to ensure the documents reflect and match job descriptions too, and how the work that is going on in schools is supported need. Regarding Education Standard Agreement's (ESA's), that speak to who in the community are support people for families – language must reflect this. Multi-media documents are important too, different ways to capture information e.g. short on time, someone with literacy skills, can a video snip be made (to engage audience?), find ways to bring this alive.</p> <p>W. Goodman furthered this, saying consideration for housing these documents on the website, that there be a promotional piece, and that while some info is lengthy, but there are ways to do more instead of just a pdf with a name on the website such as moving them out of 'reports/publications', adding images.</p> <p>M. McIntyre agreed, adding that she likes the change made to the documents so far and the pamphlets are looking good and are easy to read. It was agreed that further discussion on this pamphlet be referred to another meeting.</p>	
	5.3 RSEC Update	Annick Brewster
	<p>A. Brewster gave an update from the last Regional Special Education Committee (RSEC) meeting, which included a presentation from Dr. Bruce Perry. Ministry updates that were provided included provincial funding for Grants for Student Needs (GSN), after school skills development, covid-related investments, spec ed grants and some process changes.</p> <p>P. Cormier acknowledged the comments around challenges faced by northern boards, offering input and help. He asked in general about funding allocations, whether there are culturally appropriate services and supports available, can they be integrated with our classes/courses (or what is there) to help connect with aki, for a peace culture/learning culture? He will continue to advocate in other circles.</p> <p>N. Morden-Cormier concluded that while Annick has given a view of funding, it is prudent to know that this is a provincial picture, and that our enrolment of about 1400 students, our piece could be very small or limited because the rules for funding are restrictive (e.g. to hiring people - finding people resources is challenging in our area) and we ask what has to come off the plate to do 'this' work? She added that without personnel, the funding cannot work where it needs to, a common issue with northern boards. She concluded by saying that sometimes these funds are funds we already receive.</p>	
	5.4 Multi-Disciplinary Team (MDT) Update	Sara Curtis
	<p>S. Curtis provided the MDT update, and that M. Bianco is actively engaged in the after-school program and rolling out training for EA's and spec ed teachers, and Applied Behavioural Analysis (ABA) training. H. Freeburn is doing work with our spec ed teachers (especially new teachers), who may require new professional development opportunities specifically on Wechsler Fundamentals: Assessment Skills (WFAS) or other assessments. Hot topics have started, are well attended/well received and they are creating great follow up opportunities. Transitions are a huge part of spec ed programs, and this is the next topic. There were over 40 participants in last two sessions with a lot of school teams participating.</p>	
6.0	Correspondence:	Host
	Nil	
7.0	New Business:	Host
	Nil	
8.0	Information Items:	Host
	Nil	
9.0	Agenda Items: Next meeting Date/Time/Venue:	April 13, 2021 at 3 pm – Virtual Meeting
	W. Goodman advised that the next meeting is scheduled during the break week in mid-April and employees will be off, and that we would communicate any new dates to the committee.	
10.0	Adjournment:	The information meeting was adjourned at 4:03 p.m. by M. McIntyre.