



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

May 4, 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	
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)

Land Acknowledgement:	SEAC Chair, M. McIntyre shared her land acknowledgement with the committee
1.0 Call to Order:	at 3:05 by Chair, M. McIntyre
2.0 Approval of Minutes from March 9, 2021:	

	Motion to approve minutes made by M. Mannisto	
	Seconded by S. Zappitelli	
3.0	Additions to the Agenda:	
	A. Gyori requested that we move 4.1 / Land Acknowledgment portion to after 5.1 due to time constraints for two guest presenters. With no objections, the agenda will be adjusted accordingly (Land acknowledgement / S. Bartlett as 5.2)	
4.0	Business Arising from Minutes:	
	4.1 Land Acknowledgements	Shy-Anne Bartlett
	<p>Compliments were made to the committee chair for her land.</p> <p>The land acknowledgement is deeper than the perfect sentence, it's heart and understanding and that's the most important criteria. Look at it from two lenses: indigenous person and lens of the 'settler'. What does the land mean to you, what is your connection to the world/land around you? How would you build this into your daily life? There isn't one way to do it. From a colonial lens, there are some components that can be looked at like what context are you building it from? If it feels right, recognize the treaty for area, or another key thing is to recognize the truth and reconciliation document. Look into the spiritual connections, local perspectives, that can help build relationships and open dialogue, beginning of understanding.</p> <p>P. Cormier added that heart speak might be uncomfortable since there isn't any planning, it's not what teachers are taught, but practice make better. We walk on land, but aki is the word for earth (meaning everything), in colonial context it's what we are on, but Anishinabek would see it as more holistic. When doing an acknowledgement in an official context (e.g. board), that it's being done is significant. Being asked to do one is an honour, but more important for others to learn and integrate learning into an acknowledgement.</p> <p>M. McIntyre concluded this note by asking how in this committee, how would we like to handle the beginning of the meetings, to keep in mind where we are, our purpose...can we agree to do an acknowledgement at the beginning of the meeting on a rotating basis. M. Mannisto concurred.</p> <p>S. Bartlett: heart, head, hand (A. Batiste reference from previous PD), when the heart is put first, then the thinking, then the action could be a good order/practice to follow.</p> <p>P. Cormier commented that this is a safe space to do this (rotate) though traditionally would not put people on the spot...offer it, and should offer the experience to participate, but ok to not to – this is what equity is about (respect).</p> <p>W. Goodman requested that we add a notation in our future agendas to allow opportunities for a land acknowledgement at these committee meetings.</p>	
5.0	Agenda Items:	Host
	5.1 Skills Ontario Pastry Arts Workshop	Shawna Grouette
	<p>S. Grouette provided a presentation to the group on a culinary pastry arts workshop conducted across the board for Gr 3 with Skills Ontario. Emily Collard is the senior program manager with Skills Ontario to partake and showcase the project. S. Grouette wanted to introduce the skilled trades to elementary students, and the liaison covers from Manitouwadge to Kenora. To maximize the participants, they could blend a hands-on idea with a workshop. S. Grouette's presentation summarises the workshop. Blended classes meant more students were reached (from Gr 1 to Gr 5). Brainstorming and a wish list led to an in-class and virtually accessible activity and kits were provided and delivered to each student. A pre-activity booklet, an interactive skills presentation with dialogue with Nerissa (guest speaker), tactile kit (cookies, icing, chef hat) and a certificate were part of the kit and project. Nerissa talked of different trades as part of the presentation through games, conversation, panels, and groups. They learned of the pastry arts environment, attire, and what's done. When students are provided with these activities early on they can better make decisions and future plans. The workshop received rave reviews and thanks as it engaged with students who otherwise might not engage. E. Collard discussed slide 26 about diversity and inclusion and are meeting with industry experts to be enable inclusion and diversity.</p> <p>Eleven educators participated and there is interest in planning future presentations/events, continuing with the partnership and researching funding with a thought to expand to other grades.</p>	

	<p>M. Mannisto commented that it is good to see the kids learning trades.</p> <p>P. Cormier added that this is an amazing project/approach, can link these to different curriculum areas. Through other research he noted that it is interesting to see kids with exceptionalities thrive in these environments, that a cultural context can be important to seeing these exceptionalities almost disappear in a different environment and especially within an indigenous context (e.g. looks like art, but this is learning/sharing). The model may also offer local job opportunities.</p> <p>S. Zappitelli works with the adult sector and it is exciting that skills, trades, and employment are being looked at; this is on the radar for her agency...potential partnerships could help explore opportunities and provide to the people her organization supports.</p> <p>S. Grouette added that summer camps were offered virtually last year, whereas it was limited geographically (e.g. Marathon, summer programming) in previous years.</p> <p>N. Morden Cormier added that S. Grouette wears many hats and is a champion of her work. In addition to other projects (e.g. learn in different ways, reimagine learning philosophy). Our first speaker on the latest PD day (Shelley Moore) spoke about 'othering' and that exceptionalities are not negative, no hierarchy with how our brains operate, and she eloquently explains this reimagination.</p> <p>With much discussion, there are likely to be follow up discussions and partnership opportunities outside of this committee; a reminder to reach out and connect. M. McIntyre thanked the group for the presentation and work and for this huge learning experience.</p>		
	5.2	Supporting Phonemic Awareness in the Early Years	Hillary Freeburn
	It was agreed that this item be deferred to the June SEAC meeting.		
	5.3	Special Education Plan 2020-2021	Amanda Gyori
	<p>Any feedback on the Special Education Plan can be sent to Janice via email.</p> <p>Based on comments from our last meeting, to ensure the language is user friendly, reducing the use of acronyms, links worked correctly. While we will not work through the entire document as it is lengthy, we wanted to go over the procedure to bring this plan forward. Added to the document this year was a kindergarten transition information which involves an intake process which could include members of the MDT and includes a package to work through to support these incoming students who present special needs...this would support a student at any grade coming into our building. Discussions also include virtual considerations. IPRC numbers were explained (tbc) since the reviews are typically done in the spring, and the document will be updated to reflect the numbers when the IPRC's are completed. P. Cormier asked if IPRC's equaled the number of students who have IEP's, A. Gyori explained that there are some students with IEP's but have not been identified with exceptionalities which is what the IPRC identifies. He also asked the percentage of students with IEP's across the board and what ...good data sets could help with discussions, and data could help show success and links with indigenous communities. She concluded that she would like to discuss data further and make the information and plan more useful going forward.</p> <p>M. McIntyre thanked her for the overview of the changes to the plan.</p> <p>W. Goodman added that the plan includes headings that are required and while it is a formal document it does allow us to reflect on the work we do.</p> <p>B. Brake Weldon asked if there is additional funding for students not in schools, W. Goodman noted that there are funds to support now and through the summer (to return to school time), there's mental health supports, spec ed supports and we may not know what we will see specifically.</p> <p>P. Cormier added that it's important to see that the circumstances are magnifying the issues we are seeing, but a lot of advocacy happening especially in the northern boards along with the unique challenges in infrastructure etc. that we manage.</p> <p>With nothing further, SEAC recommends the plan move forward for approval by the board.</p>		
	5.4	Multi-Disciplinary Team Update	Amanda Gyori
	It was agreed that this item be deferred to the June SEAC meeting.		
6.0	Correspondence:		Host
	Durham District School Board - Metrolinx		Amanda Gyori (defer to Will Goodman)

	<p>W. Goodman gave an overview of this correspondence and while there are concerns these are likely local concerns, and we may not be knowledgeable on the system used in southern Ontario, it's likely the letter doesn't encompass both sides of the issue e.g. Metrolinx information is not provided. A recommendation was made that despite being sympathetic and compassionate, it would be best to understand the story better and not support this correspondence.</p> <p>It was agreed that relevance to this board is questionable and this correspondence not be supported.</p>	
	Renfrew County Catholic District School Board – Bill 172 / FASD	Amanda Gyori (defer to Will Goodman)
	<p>W. Goodman outlined this correspondence, adding that in the past SEAC has supported related correspondence, and that support is needed to help students with Fetal Alcohol Spectrum Disorder (FASD). Determining where they fit with exceptionalities, and that 'behavioural' may not be the best fit, he left it to the committee to decide on whether to support the correspondence.</p> <p>Several members noted their support, asked about percentages, that SGDSB could be behind this, despite some of the wording and that this direction could provide significant support for this board.</p> <p>W. Goodman advised that we cannot provide numbers, because they are not stored, and acknowledged that a diagnosis is often suspected through indicators and may come from those in care as they may have that information, but guilt/hardship exists when looking to disclose this information, and the north does have a large percentage. There is a clinic in Thunder Bay and Longlac now. Because we do not have an exceptionality to help identify, coming up with numbers is challenging, and a letter of support can be written.</p> <p>B. Brake Weldon added that there is a move to not have caregivers/birth parent admit to alcohol use during pregnancy (take the guilt off), to enable groups to provide extra support with a diagnosis. Those children with FASD can look like so many different things: ADHD, behavioural, and without a set protocol to teach someone with FASD can mean each child is different. This can help shine some light to educate those in the school system to aid and learning.</p> <p>W. Goodman added that Maureen Parks, who oversees the diagnostic clinic in our area could help support the staff and provide information and recommends her to come to a session next year. It was requested that this be followed up and added to the October 2021 SEAC agenda.</p> <p>W. Goodman and A. Gyori will prepare a letter of support for review.</p>	
7.0	New Business:	Host
	Nil	
8.0	Information Items:	Host
	Nil	
9.0	Agenda Items: Next meeting Date/Time/Venue:	June 8, 2021 at 3 pm – Virtual Meeting
	4:26 p.m.: N. Morden Cormier excused herself from the meeting	
10.0	Adjournment: 4:41 pm with the note that this has been a long meeting, but a worthwhile meeting with great discussions, thank you for attending.	
	Motion to adjourn made by P. Cormier	
	Motion to adjourn seconded by B. Brake Weldon	