



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

June 7<sup>th</sup>, 2022 @ 3pm

### 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.

### Connect via Microsoft Teams:

#### Join on your computer or mobile app

[Click here to join the meeting](#)

#### Or call in (audio only)

+1 807-701-5980,,806782529# Canada, Thunder Bay

Phone Conference ID: 806 782 529#

### Agenda

<b>Voting Members (4/7)</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
BRAKE-WELDON, Brandy: <i>Dilico (Chair)</i>			X		
MOORE, Jennifer: <i>Dilico (Alternate)</i>				X	
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Vice Chair)</i>			X		
SMITH, Bobby Jo: <i>North of Superior Counseling Programs (NOSP)</i>				X	
MONTELPARE, Erin: <i>North of Superior Programs (NOSP-Alternate)</i>			X		
CORMIER, Paul: <i>First Nation Trustee</i>			X		
MCINTYRE, Margaret: <i>Trustee</i>			X		
MANNISTO, Mark: <i>Trustee</i>		X			
NESBITT, Jason: <i>Trustee (Alternate)</i>				X	
MAJOR, Christine: <i>Trustee (Alternate)</i>				X	

<b>Resource Members</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
MCRAE, Pinky: <i>Board Chair</i>				X	
MORDEN CORMIER, Nicole: <i>Director of Education</i>			X		
GOODMAN, Will: <i>Superintendent of Education</i>			X		
FREDRICKSON, Eric: <i>Superintendent of Education</i>			X		
COUTURE, Erin: <i>Student Trustee</i>				X	
MOLINSKI, Grace: <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>Special Education Lead</i>					X
LEROUX, Erik: <i>Vice-Principal, Dorion Public School</i>			X		
DUMONSKI, Candice: <i>Secretary</i>			X		
MARTON, Alex: <i>Superintendent of Business</i>			X		

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

<b>Land Acknowledgement:</b>	E. Leroux presented a land acknowledgement created by the grade 3/4/5 from DOPS
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<b>1.0</b>	<b>Call to Order:</b>	At 3:02 p.m. by Chair, B. Brake Weldon
<b>2.0</b>	<b>Approval of Minutes from May 10<sup>th</sup>, 2022</b>	
	Motion to approve minutes made by P. Cormier	
	Seconded by M. McIntyre	
<b>3.0</b>	<b>Additions to the Agenda:</b>	
<b>4.0</b>	<b>Business Arising from Minutes:</b>	
<b>5.0</b>	<b>Agenda Items:</b>	<b>Host</b>
	<b>5.1</b> MDT Update	A. Brewster
	<p>E. Leroux presented the MDT update on behalf of A. Brewster. The report outlined the Hot Topic sessions for May and June. May's session focused on wrapping up the year, gathering feedback from SETs and Principals and included conversation around transition planning. June's session will be an open hour for SETs and Principals to bring forward any questions/ideas going into the next school year. All schools were acknowledged in this month's report for all the hard work and collaboration across the region which has resulted in positive gains in this difficult year. Next year's focus is on Literacy Achievement and Reading, and Student Advocacy.</p>	
	<b>5.2</b> MILO Update	M. Bianco
	<p>M. Bianco shared her power point presentation on MILO and the Robots4Autism curriculum. A research team was formed this year that included M. Bianco, T. Balog, S. Wallwin, C. van Barneveld. The team was formed to explore the benefits and challenges of the MILO robot to teach social emotional learning to students with autism and to those who are neurotypical. The team reviewed literature to help design a research project, but a full project design was not feasible this year. They decided to proceed with a pilot project with 2 students in order to inform the implementation of the full research project for fall 2022. A background video on MILO was shared with the group for those that are not familiar with this program. T. Balog presented a background on the student experience that was piloted in her school with two of her students. Videos were presented of one student engaging in various activities with MILO. The student fully engaged daily in the MILO project. The pilot will continue until end of June. Data will be collected from students, parents and teachers' post-MILO. This data will be analyzed, and they will compare pre- and post- measurements and interviews to gauge the impact that MILO had on these students. An update will be provided in the new year after analyzing the data.</p> <p>Questions:</p> <p>N. Morden Cormier asked if we will be adding additional MILOs?</p> <p>M. Bianco responded that we are waiting on the data to come back and then we will see where we stand on adding additional MILOs.</p> <p>It was asked by M. McIntyre, how soon can you start with MILO and is that determined by the assessment? How long do you feel MILO will be effective?</p> <p>M. Bianco explained that there are various criteria that they use for the suitability of MILO for students. That is part of this process. Students must be able to independently utilize the MILO program and we need parental consent. These are all factors when selecting students for this program.</p> <p>Does MILO come in different genders and ethnicities?</p>	

	<p>Yes, MILO is available in various genders/ethnicities.</p> <p>C. van Barneveld followed up that one of the ways to proceed with a project is to have other school boards involved. If other school boards have MILOs and we have MILOs, then we can collaborate and establish a comparison group. From a research design point of view, it would be beneficial to work with other school boards due to the expense of the program and would allow us to increase the numbers of the research group.</p> <p>P. Cormier added that perhaps the Northern Boards may be interested in collaboration. Also, we have multiple stakeholders in our community groups who deal with special needs students and if there is a continuum to consider over time when these students transition into different stages of their lives. Would MILO be beneficial for these transitions?</p> <p>C. van Barneveld replied that this is a great and interesting question to consider.</p> <p>N. Morden Cormier stated that we certainly could invite this team to present at the Northern Ontario Education Leaders annual meeting to begin the conversation of a possible collaboration.</p>	
	<b>5.3</b>	<p>Annual Budget Process</p> <p>A. Marton</p>
	<p>A. Marton presented a power point presentation on the Budget Overview. This presentation outlined how the special education budget is developed for the upcoming school year. The budget is developed with our goals in mind and we try to funnel as many dollars into the schools as possible. It was explained where the different types of funding come from for Special Education and the funding rules around this funding. For the 2022-2023 school year, Special Education funding is projected to be 4.3M. A breakdown and explanation of the various grants were also included.</p> <p>Questions:</p> <p>P. Cormier shared that it is important for people to understand where the funding comes from for First Nations students. How does the First Nations funding fit in with special education and is there special education funding as a part of the Reciprocal Education Agreements? It would be beneficial to have a couple slides in this presentation that would explain where the funding comes from for First Nations students and how that fits in with special education.</p> <p>A. Marton explained that this is a great starting point for further learning on this topic and would be happy to bring something back from his team at a subsequent meeting. All of our First Nations partners that have students attending school without an Education Service Agreement, default to the reciprocal education approach. It was explained how this reciprocal education approach works in regards to special education funding for First Nations students.</p> <p>M. McIntyre questioned whether there are any students from our board going out of region for Special Education? Where does that funding coming from?</p> <p>W. Goodman answered that these are very specialized, publicly funded provincial schools. We have access to these schools in Brampton and Belleville. There is an application process to attend these schools and certain criteria must be met. There are other grants the parents may need to apply for. As an example, accommodations for the family. Typically, students attend for a short period to gain specific skills.</p>	
<b>6.0</b>	<b>Correspondence:</b>	

<b>7.0</b>	<b>New Business:</b>	
		<b>Host</b>
<b>8.0</b>	<b>Information Items:</b>	
		<b>Host</b>
<b>9.0</b>	<b>Agenda Items: Next meeting Date/Time/Venue: September 13<sup>th</sup>, 2022</b>	
<b>10.0</b>	<b>Adjournment: 4:07 p.m.</b>	
	Motion to adjourn made by P. Cormier	
	Motion to adjourn seconded by S. Zappitelli	