



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

May 10th @ 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.

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#](tel:+18077015980) Canada, Thunder Bay

Phone Conference ID: 806 782 529#

<u>Agenda</u>					
Voting Members (4/7)	OS	TC	VC	A	R
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	

Resource Members	OS	TC	VC	A	R
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		
HARRIS, Brent: <i>Manager of Financial Services</i>			X		

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

Land Acknowledgement:		
1.0	Call to Order:	At 3:01pm by Chair, B. Brake Weldon
2.0	Approval of Minutes from April 26th, 2022	
	Motion to approve minutes made by P. Cormier	

	Seconded by M. McIntyre	
3.0	Additions to the Agenda:	
4.0	Business Arising from Minutes:	
5.0	Agenda Items:	Host
5.1	MDT Update	Annick Brewster
	A. Brewster presented the MDT Update, that highlighted a DSO presentation that was shared with Spec-Ed Teachers and Principals. May's Hot topic sessions will have a focus on wrapping up the year. This month's highlighted schools were Beardmore Public School and Marathon High School. These schools have been working on transitions.	
5.2	Today's ABA	Melissa Bianco
	M. Bianco reported on SGDSB's plan moving forward in today's ABA. They will be conducting an internal investigation to assess our capacity in the delivery of programs based in Applied Behavior Analysis(ABA), ensuring that we are consistent, thorough, current and progressive. SGDSB has always used ABA in a positive framework and avoids punishment and aversive consequences. They will be working with Dr. Gregory Hanley, and his FTF Consulting Group and have outlined three goals to focus on. Necessary updates will be given to SEAC.	
5.3	Special Education Plan	Annick Brewster
	<p>A. Brewster presented a power point presentation that condensed the Special Education Plan and provided an overview of updates for review by SEAC. This will also be presented to the Board for their approval. The plan was developed with SGDSB's philosophy in mind and aims at encompassing the goals outlined in this philosophy. There are 432 students within our school board with IEPs and a breakdown of the various exceptionalities were shown in a chart. The placement goal for all students with exceptionalities is to keep them as close to the regular classroom program as possible with appropriate special education programs and services in place when/where deemed necessary. The ultimate goal will be inclusion in the regular classroom, with withdrawal of students to develop specific skills necessary for meaningful inclusion and specialized support to meet the goals of the IEP. Varying types of special education placements were outlined as well as the level of supports that are offered. The focus is on a student's strengths, not the exceptionality. The identification process was explained and highlighted the importance of early identification. Individual assessments are achieved through observation, conversations, and products to provide a baseline, with the goal of improving learning. The step-by-step process of out-of-school assessments was explained as well as the in-school and out-of-school referral process. The IPRC process was outlined as well as the method of developing the IEP. A chart was presented that listed the different exceptionalities and the various special education programs that may apply. Student transitions were discussed as a transition plan must be created for all students who have an IEP. A list of the special education staff was presented. It was explained that individualized and specialized equipment needs are assessed by qualified professionals and follow SEA guidelines. Transportation needs are evaluated on an individual need with priority placed on integration into the regular bussing system with door-to-door service if necessary.</p> <p>Any feedback in regards to the Special Education Plan may be directed to A. Brewster.</p> <p>W. Goodman added that it is a requirement under the Special Education Act to have a Special Education Plan. Thank you to A. Brewster for condensing this to bring to the Board. This plan is posted on the SGDSB website and is given to parents. It is evolving every year and we still have lots of work to do, under the constraints of the government.</p>	
5.4	Special Education Financial Statement	Brent Harris
	B. Harris presented his financial summary as it relates to special education for 2020/2021 school year. All SGDSB financial reports are posted on the Board website. Special Education accounts for just under 10% of the overall budget. We over spent the Special Education Allocation by about 1.2 million. The Board decides if we need to spend more than allocated and are free to do that.	

	SEA claims of \$61,045 for 2020/2021 school year were submitted. This amount is for larger equipment, excluding computer equipment, that is used throughout the Board and is child specific, determined by student need. It can be grouped for multiple children that will benefit.		
	This report will be brought forward each year to SEAC. Any feedback can be brought forward through W. Goodman.		
	W. Goodman added that financial statements regarding Special Education must be brought forward as outlined in our Terms of Reference.		
	5.5	After School Skills Development Program	Melissa Bianco
	M. Bianco presented an update on the After School Skills Development Programs (ASSDP), that enhance skills in students with autism. Three programs were offered virtually to 16 students; Healthy Relationships and Sexuality Program, Confidence and Bullying Prevention, and LEGO Serious Play. SGDSB is looking at continuing Lego Serious Play in the future. SGDSB will continue to implement ASSDP programs for students with autism and neurodiverse learning needs, along with ASSDP facilitators.		
	5.6	Summer Programming and Supports for Special Education Students	Annick Brewster
	SGDSB will be providing supports and programming for students with special education needs for the summer of 2022, based on our ability to hire qualified staff and on the needs of our students. EAs will support students at the elementary and secondary level. One program being offered is a transition program and will run from August 22 nd to September 2 nd . This will provide an opportunity for students refamiliarize/familiarize themselves with teachers, and their learning environment. Schools will reach out to families to gauge need and interest.		
	It was asked, how long has this program been running? A. Brewster explained that this program just started in 2020, to help transition students back to school after being out due to Covid.		
	Will high school students get a credit for this program? A. Brewster answered, Grade 8 students can earn a reach ahead credit for participation in the summer programming.		
	5.7	Letter of Support – DDSB Definition of a Disability	Will Goodman
	W. Goodman presented the letter of support for DDSB's letter titled Change to definition of a "Disability" and supporting Bill 172. C. Dumonski will send this letter out to the Minister.		
6.0	Correspondence:		
			Host
7.0	New Business:		
			Host
8.0	Information Items:		
			Host
9.0	Agenda Items: Next meeting Date/Time/Venue:		
	June 7 th , 2022 at 3:00 pm		
10.0	Adjournment: 3:57 p.m.		
	Motion to adjourn made by M. McIntyre		
	Motion to adjourn seconded by P. Cormier		