



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

October 11th @ 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#](#) 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		
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		
CORMIER, Paul: <i>First Nation Trustee</i>			X		
MCINTYRE, Margaret: <i>Trustee</i>			X		
MANNISTO, Mark: <i>Trustee</i>					X
MOORE, Jennifer: <i>Dilico (Alternate)</i>				X	
NUTTALL, Bronwyn: <i>Superior Greenstone Association for Community Living (Alternate)</i>			X		
MONTELPARE, Erin: <i>North of Superior Programs (NOSP-Alternate)</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		
NIEMAN, Cheyanne: <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		
FREEBURN, Hillary: <i>Early Years System Principal</i>			X		

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

Land Acknowledgement:		
1.0	Call to Order:	At 3:02 p.m. by Chair, B. Brake Weldon
2.0	Approval of Minutes from September 12th, 2022	

	Motion to approve minutes made by Trustee P. Cormier	
	Seconded by Trustee M. McIntyre	
3.0	Additions to the Agenda:	
	Advocacy Letter Update	
4.0	Business Arising from Minutes:	
5.0	Agenda Items:	Host
	5.1 MDT Report	Annick Brewster
	<p>A. Brewster shared her report, Multidisciplinary Team (MDT) Update for October. A. Brewster explained the various ways the MDT are supporting staff including creation of IEPs and uploading additional documentation in order that all appropriate staff have access. The team is also supporting initial IPRC (Identification, Placement and Review Committee) meetings where needed and planning for individual students' needs.</p> <p>This year's Hot Topic Sessions have been enhanced and will support the board wide inquiry on Universal Design for Learning. School teams are meeting monthly to learn, participate and develop with facilitator Shelley Moore, a leading expert in this field. Other Hot Topic sessions throughout the year will focus on pressing challenges, equity, and inclusion.</p>	
	5.2 Mental Health Update/Substance use	Deana Renaud
	<p>D. Renaud shared her presentation on SGDSB Mental Health Services and Supports Update. The presentation outlined the various mental health roles and staff who are supporting mental health at SGDSB. They have prioritized integrating culturally relevant practice in all that they do with students. They are doing this through professional development, connecting with community and integrating Indigenous ways of knowing into their practice. A position of Indigenous Mental health Worker – Greenstone has been created with the consultation of the Indigenous Student Support Team, First Nations Community partners and elders to support and guide the team moving forward. The position is posted awaiting a qualified applicant that meets the outlined criteria.</p> <p>Trustee P. Cormier expressed that he is really pleased on the focus of this position, and it will be interesting to see the impacts of this position. Perhaps expansion of this is in the future. Land based treatments bring community and strong sense of identity.</p> <p>Trustee M McIntyre asked if this position would oversee both elementary and secondary schools? Is this starting this school term?</p> <p>D. Renaud said yes it will include all our students from K-12. The job was posted today to ATE but these types of positions can be difficult to fill due to the staffing shortages.</p> <p>Part two of D. Renaud's presentation, SGDSB's Substance Use Strategy was developed out of a clear understanding that one of the impacts of the Covid 19 pandemic is an increase in substance use and overdoses in the Northwest Region and through a lot of collaborative work with our community and healthcare partners. There has been an increase in substance use in schools and a better approach, collaboration and resources were needed to address this issue. Some great collaborative work happened between NRDHS's Principal Jen Rissanen and Red Rock Indian Band's Director of Education who called together a community team that directed the work of our Substance Use Strategy. Through their work it was apparent that students and families did not understand the impacts of bringing substances into the building and being intoxicated at school. A poster was developed to communicate the impacts of substance abuse. We want students and families to feel supported and we want to connect them with the appropriate supports. The strategy was developed in May 2022, and communication went out in June 2022 to families. From October 2022 – June 2023 staff will learn through professional development and students will be supported and provided learning opportunities.</p>	

	<p>M. McIntyre inquired if teachers individually encourage students to participate in these initiatives? D. Renaud answered that yes absolutely, teachers are truly engaged. A resource poster is sent to families as well with contact info. Supports are delivered to whole classes rather than singling out students.</p> <p>Director N. Morden Cormier emphasized that we must make sure educators are clear on their role and are following proper protocols. Educators should be directing students to the people in the building with expertise and must be very careful of roles and responsibilities.</p>	
5.3	Welcoming all Learners to Kindergarten at SGDSB: Learning to Play and Playing to Learn	Hillary Freeburn
	<p>H. Freeburn presented via power point an update of kindergarten transitions and highlights of this last year. This year's kindergarten transition has been labeled "return to normal." She explained that we are returning to in-person opportunities, conversations, case conferences and face-to-face meetings as needed. They worked with community partners to follow the transition to kindergarten process for five students. Important take-aways: be ready on the first day by learning about the student's needs and interests, ensure the environment is inclusive for all students, ensure the environment builds independence and success, and have all necessary equipment in place through the SEA claim process prior to school start. The first rider program is always a big success and provides an opportunity for kindergarteners to ride the bus for the first time with a parent/guardian. They also learn about bus safety and procedures.</p> <p>Incorporating student's interests into their learning is important at every grade level. BA Parker Public School's kindergarten class had many questions around prostheses while learning about Terry Fox. A SGDSB high school student with a prosthesis visited the classroom to answer questions and show the students her prosthesis.</p> <p>SGDSB is continuing to learn and grow the transition to kindergarten process. We are striving to learn about each learner individually and meet them where they are and where their families are. This year successes included, every kindergarten student starting on the same day, productive relationships with families are continuing to grow and providing learning experiences that are relevant to the interests of students. We will be providing a survey to families/caregivers to provide feedback on their experiences.</p> <p>M. McIntyre inquired about the process of accommodating students with special needs on the bus. Are EAs supporting students on the bus?</p> <p>Some of the school buses are equipped with a lift if a student needs to be accommodated in that way and all the students ride the same bus. It is inclusive. N Morden Cormier added that EAs sometimes do ride the bus. Transportation is customized to each student depending on their needs.</p> <p>P. Cormier commented that many of the approaches and processes that work for kindergarten students also work for students of all ages. Focus on families, what you like and what you don't for success. Individual students assess from what they think success is. Parent's and student's expectations of success may be quite different than what the Board's idea of success might be.</p>	
5.4	Summer Learning Transitions for Students	Annick Brewster
	<p>A. Brewster provided an update of the summer learning and transition opportunities for students with special needs provided by SGDSB through funding provided by the Ontario Government. Four Summer Learning Tutors were hired to provide support to students in elementary and secondary panels that were participating in various summer learning programs. Seven students were supported and all that were enrolled in a credit program were successful in achieving their credit.</p> <p>Twelve students were supported through the transition programs, in the two weeks prior to the return to school. This program allowed students to familiarized themselves with their school environment and staff through daily activities and on-on-one visits. Individualized programs were developed for each</p>	

	<p>student with input from their families. In the Terrace Bay region, two Summer Transition Tutors were hired to support this program.</p> <p>Chair M. McIntyre commented that children benefit from additional supports. She would like to see a continuation and expansion of this program.</p>	
6.0	Correspondence:	Host
	6.1 Advocacy Letter Update	
	<p>Director N. Morden Cormier provided an update of the advocacy letter sent on behalf of the SEAC to the Minister of Education, regarding the ability to continue virtual SEAC meetings and requirement to have the Chair and the Director of Education physically in the same meeting space. A letter in support of this letter was also sent on behalf of the Board of Trustees. We have not received a response from the Ministry. Board Chair, P. McRae asked the Minister about the letter while in a meeting and the Minister said he did not receive the letter. Subsequently, the letter has been resent last month but we have not heard back. Additional letters have been sent to the Minister's attention from other Boards and it looks promising that this amendment will stand. The Regulation Amendment expires at the end of November, but we are hoping we will hear a response in future.</p> <p>B. Brake Weldon added that the ability to attend virtually does makes things much easier but she can attend in person.</p> <p>N. Morden Cormier added that this is an equity issue. Anyone who wants to be Chair or participate on a committee should not be limited by transportation. In the North you must own a vehicle as public transportation is not available.</p>	
7.0	New Business:	Host
8.0	Information Items:	Host
9.0	Agenda Items: Next meeting Date/Time/Venue:	
	November 8 th , 2022	
10.0	Adjournment: 3:55p.m.	
	Motion to adjourn made by P. Cormier	
	Motion to adjourn seconded by M. McIntyre	