

# ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Monday, October 19, 2020 at 5:30 p.m.

“Teams” virtual meeting

### MINUTES

#### COMMITTEE MEMBERS:

Community Living Wallaceburg

Ryan Allaer / Wendy Smith

Community Living Chatham-Kent

Steve Stokley

Community Living Sarnia-Lambton

Rachel Veilleux / Brenda Roby

Down Syndrome Association – Lambton County

Kim D’Hooghe

Autism Ontario – Chatham-Kent Chapter

Tracey Haddy

Children’s Treatment Centre of Chatham-Kent

Jessica Constancio

Wellness & Emotional Support For Youth Online

Michelle Parks

Trustee

Carol Bryden  
Jennifer McCann

Principal Representatives

Frank Torti  
Lisa Walker

Board Advisors

Lisa Demers  
Jennifer Morrow  
Janet Boyle  
Chris Preece  
Lisa Thompson-Power  
Michelle Toutant

Guests: Rob Cicchelli, Mike Giroux, Ryan Hare, Mirra Lefort

Regrets: Kim D’Hooghe,

Absent: Ryan Allaer, Jessica Constancio

## 1. CALL TO ORDER

- A. Welcome & Opening Prayer
- B. Adoption of SEAC Agenda

**MOTION BY** Wendy Smith and seconded by Michelle Parks to adopt the SEAC Agenda of October 19, 2020.

**CARRIED**

- C. Review of SEAC Minutes from September 21, 2020

**MOTION BY** Tracey Haddy and seconded by Steve Stokley to accept the minutes from the September 21, 2020 SEAC meeting.

**CARRIED**

## 2. PRESENTATIONS

- A. Supporting Students in the Virtual School Rob Cicchelli, Mike Giroux, Ryan Hare
  - A slide deck was shared with SEAC by the virtual school team
  - The virtual school was established based on PPM 164 from the MOE on August 13, 2020 and the first day of classes for all JK to Grade 12 students was on September 14, 2020
  - Both Synchronous and Asynchronous learning via Learning Management Systems (Google Meet, Google Classroom, D2L) are used to connect with students daily
  - The virtual elementary school hosts 667 students in JK to Grade 8 with 50 staff members and 31 classrooms
  - The virtual secondary school hosts 455 students in Grade 9 to Grade 12 with 30 staff members. Courses in all pathways (Locally developed to University destination) are offered
  - There is Special Education support in both the elementary and secondary virtual school
  - The development of IEPs is done collaboratively between the student's home school and virtual school teams along with parents
  - The IPRC Annual Reviews are also being done collaboratively between the home school and the virtual school. The meetings with parents are being held virtually
  - All students on school profiles are being supported by EAs from their home school. The support from the EA and classroom teacher is tailored to meet the needs of each student
  - The PRT for the virtual school also supports in virtual classrooms
  - School Based Team meetings are being attended by both the home school team and the virtual school team in support of student success. As well, weekly meetings are attended with high school Student Success teachers to strategize around the needs of the students
  - Central Office board support staff are supporting students in both the home school and the virtual school environments to support the specific needs of the students
  - The date for elementary/secondary transition to/from in-person learning and virtual learning is approaching. All parties are collaborating to make the transition for students as seamless as possible
  - All staff are taking risks, learning and trying new things as they enter the virtual classroom environment as are the families who have chosen virtual school. With the teamwork and collaboration, we are seeing tremendous success
  
- B. The Purpose of Psycho-Educational Assessments Mirra Lefort
  - A slide deck was shared with SEAC by Mirra Lefort, Consultant-Psycho-Educational
  - A psycho-educational assessment is a series of standardized tests to determine an individual's intellectual ability, achievement levels, visual motor, phonological skills, social/emotional and behavioural functioning
  - A psycho-educational assessment can be completed with students in Grade 3 to Grade 12 to help identify strengths and needs which may be impacting their academic, social, and/or overall psychological well-being and to determine academic accommodations, modifications and programming specific to the student

- A psycho-educational referral can be made when the school team is not able to program successfully for a student after the completion of in-school assessment and the implementation of accommodations to the student's programming
- Completed psycho-educational assessment reports are consulted with the school team and parents
- The results of the psycho-educational assessment may or may not support an IPRC designation according to the Ministry categories and definitions
- During COVID 19 a Q-interactive iPad system is being used to conduct assessments. Q-interactive is a 1:1 iPad-based testing system that helps administer, score, and report 20 different clinical assessments, including WISC-V, WIAT-III, AND KTEA 3
- Q-Interactive can be used in person as well as virtually
- Most school boards in Ontario are using Q-Interactive to conduct psycho-educational assessments

### 3. ASSOCIATION REPORTS

- |  |                               |
|--|-------------------------------|
| A. Autism Ontario – Chatham-Kent Chapter         | Tracey Haddy                  |
| • NA   |                               |
| B. Children's Treatment Centre of Chatham-Kent   | Jessica Constancio            |
| • N/A  |                               |
| C. Community Living Chatham-Kent                 | Steve Stokley                 |
| • N/A  |                               |
| D. Community Living Sarnia-Lambton               | Rachel Veilleux / Brenda Roby |
| • N/A  |                               |
| E. Community Living Wallaceburg                  | Ryan Allaer / Wendy Smith     |
| • N/A  |                               |
| F. Down Syndrome Association – Lambton County    | Kim D'Hooghe                  |
| • N/A  |                               |
| G. Wellness & Emotional Support For Youth Online | Michelle Parks                |
| • N/A  |                               |

### 4. UNFINISHED BUSINESS AND BUSINESS ARISING FROM MINUTES

N/A

### 5. NEW BUSINESS

N/A

### 6. INFORMATION ITEMS

- |  |              |
|--|--------------|
| A. Mental Health Update  | Chris Preece |
| • CYWs are assigned to 3 or 4 schools to support on a regular basis. Due to COVID protocols, each CYW can only be in up to 2 schools currently allowing them to support their other school(s) virtually. The CYW is doing MindUp in classrooms, hosting drop-in sessions with students during recess and lunch, doing small group work at the request of the Principal, as well as limited 1:1 work with struggling students. The CYW would assess, either refer to the Social Worker or build coping strategies for the student |              |
| • Social Workers are doing clinical work and are doing therapeutic counseling with students in schools. They are also case managers for families as they assist with the navigation of the supports in the community accessible to families  |              |
| • Both CYWs and SWs are also supporting students and families attending the virtual school   |              |
| • A new resource called Faith in Wellbeing was shared with SEAC. The resource was created in partnership with OECTA and School Mental Health Ontario professionals. All of the activities are prepared for teachers, are 2-3 minutes in length, and are based around 6 different themes directly related to faith. The resource is targeted to students in Grade K to Grade 8. A secondary resource is currently being developed   |              |
| • Dr Jean Clinton and Goldie Hawn did a webinar on October 14, 2020 called "Let's Talk About the Brain". Chris shared the link to the presentation. The MindUp program which is based on brain   |              |

science, gratitude and positivity. MindUp is the classroom program the CYWs offer in all elementary schools

- In conversation with Dr. Jean Clinton following the webinar, Chris shared that there will be some follow up with SCCDSB and the Goldie Hawn Foundation based on results the Wellbeing team is seeing due to their work in our schools with students
- The Wellbeing team is also starting a Text Line for students to access between 8:30 am - 4:30 pm, Monday to Friday. It is a confidential way for students to reach out to the Wellbeing team without having to go through the school Principal. This is not a crisis line but a method for students to reach out for supports
- There are also Wellness Councils being rolled out in some schools currently. This involves 'recess guardians' which is a recess program for classrooms during COVID. The purpose is to build a positive and caring school culture
- A "Take Good Care" site has been initiated. It looks at staff wellbeing and social emotional learning. An email will be shared with all SCCDSB staff once per week from the Wellbeing team
- A Health Promotion Officer has been hired and will start in 2 weeks. Her role is to support the promotion of all wellbeing programs for both board staff and our students

#### B. SEAIit Update

Janet Boyle

- The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs
- SCCDSB purchased SEAIit which is an online asset management tool via a secure cloud environment that enables real-time updates and full transparency of information for all SEA equipment, both Assistive Technology and Mobility/Sensory Equipment
- This inventory tool allows us to better manage our SEA process and track all equipment tied to individual students through their Individual Education Plans (IEPs)
- SEAIit consolidates the process for receiving SEA equipment claims, ordering equipment, deploying equipment, replacing/exchanging/transferring/repairing equipment and ultimately tracking equipment throughout its lifespan
- The SEAIit site went live on October 1, 2020. Training staff is the next step toward full implementation

#### C. New PRT Orientation Update

Lisa Thompson-Power

- We held two orientation meetings in September for the 9 Program Resource Teachers, both elementary and secondary, who are new to the PRT role
- Topics covered over the two days included: Individual Education Plans, the IEP Engine, PRT roles and responsibilities, their schedule, Board support teams/section classroom, treatment/residential and provincial schools, the Intensive Needs profile, Educational Assistants and their role and responsibilities, Identification Placement Review Committee (IPRC), Special Equipment Amount (SEA), psych assessments, KTEA 3 training and several resources beneficial to the role
- The orientation sessions were hosted by the three Program Resource Consultants, the SEA Technology Support Teacher, and the Psychoeducational Consultant
- Follow up training and on-going support is offered throughout the school year and upon request

#### D. Streamer Captioning

Jen Morrow

- Streamer captioning is expanding and is something we need in our classrooms as the use of technology becomes more mainstream. It is beneficial to students and staff who are deaf or hard of hearing as well as to English Language Learners in our classrooms. The real-time captioning allows them the opportunity to participate in virtual learning and presentations
- It is available on any internet connected device that runs the Chrome browser. Streamer does not require a specific microphone system
- We have purchased Streamer Captioning for trial use in our schools

**7. REPORTS FROM THE BOARD**

- Construction is underway and is progressing on the new French Immersion school located at the previous OLOF school site on Baldoon Rd in Chatham.
- The students from Monsignor Uyen Catholic School should be in the new school by Fall 2021
- There is currently an art exhibition at the Chatham Cultural Centre where the artwork of UCC students is on display
- Students and staff across celebrated Orange Shirt day on October 30, 2020 in recognition of the rights of Indigenous communities
- The province adjusted the screening tool of COVID symptoms for students in schools, affecting protocols of response when students display symptoms of the virus

**8. QUESTIONS ASKED BY COMMITTEE MEMBERS**

- N/A

**9. PRESENTATIONS FOR FUTURE MEETINGS**

- N/A

**10. FUTURE MEETING DATES**

November 16, 2020	March 22, 2021
December 14, 2020	April 19, 2021
January 18, 2021	May 17, 2021
February 22, 2021	June 14, 2021

**11. ADJOURNMENT**

**MOTION BY** Michelle Parks and seconded by Wendy Smith to adjourn the SEAC Meeting at 7:25 p.m.  
**CARRIED**