



**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)**

MINUTES OF MEETING
March 8, 2022
Via MS Teams
12:00 Start Time

Present: Lori Lambert (Algoma Public Health - Infant Child Development Program), S. Kitts (North Shore Tribal Council), P. Mick (Member-At-Large), Amanda Gauthier (Thrive Child Development Centre)

Trustees: S. Evans, R. Reid

Staff: B. Vallee (Superintendent), C. Phillips (Recording Secretary), K. Viita (System Administrator),

Regrets: M. Barbeau (Community Living Algoma)

Guests: Lianne Vezeau, Sara Amato – SLPs
Jenna Carlucci, Mikaela Caputo – CDAs

Meeting called to order at 12:00 p.m. With the approval of Chair Mick, Superintendent Vallee to facilitate the remainder of the Teams meeting.

1 Round Table - Introduction of members, staff, and guests.

2. Approval of Agenda and Minutes (November 30, 2021)

- Agenda approval. Moved by. S. Kitts. Seconded by A. Gauthier. All in favour.
- Approval of Minutes. Moved by S. Kitts. Seconded by A. Gauthier. All in favour.

3. Correspondence:

Durham DSB SEAC re: SIP Funding. A letter urging the minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly and that the special education funding model be reviewed and changed to accurately reflect the increasing and complex needs of students with special needs

Question: P. Mick inquired about ADSB's special education budget and SIP funding. B. Vallee confirmed that we spend more on special education than we receive and spoke about what the process for SIP claims has looked like over the past few years. S. Evans also spoke about some of the advocacy work that OPSBA has done regarding funding and services for special education students in the North. B. Vallee will prepare a letter for next meeting in April for members to review.

Correspondence: Durham DSB SEAC re: PPM 81 Consultations

- The Ministry has completed an updated draft of PPM 81 which deals with the provision of health services in schools. The original PPM was drafted in 1983, with an addendum in 1989, so it is quite dated. B. Vallee participated in a ‘roundtable’ on February 28th for superintendents. Consultations have also occurred throughout the province with directors of education, OPSBA, and other stakeholder groups. Many school boards have expressed significant concern with some of the changed language around health service responsibilities
- In this letter, Durham DSB SEAC outlines several concerns and requests that the time frame for consultation be extended.
- B. Vallee will bring some of ADSB’s responses to consultation questions, and draft a letter for our next SEAC meeting.

4. Presentation: ADSB Language Services (ADSB Language Team)

- L. Vezeau shared that when our Language team last presented to SEAC (November 2019) we had recently hired a second Speech Language Pathologist (S. Amato) and were in the early stages of updating our support model.
- Today’s presentation will provide some updated information on how our tiered support model has changed over the past few years, and some of the work that we are doing to support our students’ language needs.

ADSB Language Services TIERED MODEL

TIER 1	Promote student's language development using natural everyday activities, routines, and play provided <u>by the teacher</u> in the classroom.
TIER 2	Targeted interventions provided <u>by the SERT or CDA</u> outside of the classroom: 1) Oral Language Development Group 2) Phonological Awareness Group 3) Social Language Group
TIER 3	1:1 services provided <u>by the Speech-Language Pathologist</u> inside and/or outside of the classroom: 1) Consultation focusing on pre-verbal communication skills - co-regulation, joint attention, engagement, motivation, social referencing, eye gaze 2) Consultation - for other language/literacy-based difficulties 3) Assessment - purpose of identifying a <u>Language Impairment</u> - generally assess Grade 1 and above

- Currently, our team consists of 2 Speech-Language Pathologists (SLPs) and we have also added 3 Communicative Disorder Assistants (CDAs) - J. Nicholson, J. Carlucci, M. Caputo
- Much of the CDA work is conducted in schools with oral language development groups.
- Oral Language groups will generally focus on using and understanding oral language, including areas such as vocabulary development, semantics (meaning of words), syntax

(sentence structure), morphology (grammar), story re-tell, story grammar elements, following directions, and/or “Wh”- questions.

- CDAs rotate among schools to provide five-week blocks of intervention. Each CDA provides services to four schools during the intervention block, so 12 schools are receiving services simultaneously at any given time.
- CDAs work at each school in half-day blocks. At present, SSM area schools are on-site, district schools are virtual.
- Students are grouped by similar needs. Two-four students participate in a group (e.g. 2 student for 20 minutes, 3 students for 30 minutes, 4 students for 40 minutes).
- Students receive two blocks of intervention per week for ten sessions in total.

Comments/Questions

- L. Lambert inquired whether there is an opportunity for other staff to be able to take part of the session when CDAs are working with students? S. Amato and B. Vallee replied that this would depend on the situation. For example, some of our SERTs have participated in sessions to support their professional learning. It is important to remember, however, that we do try to ‘spread’ our resources as much as possible, so we usually try not to ‘double up’ the staff working with one group if we can avoid this.
- L. Lambert asked whether students must have a formal assessment to take part in the groups. S. Amato responded that students are directed to groups based on screening and several other potential points of entry with the intention of using early intervention to eliminate the need for many students to require formal assessment.
- S. Evans asked whether we are hoping to implement in-person services in district schools as well. B. Vallee responded that we always try to consider the most effective and efficient way to direct our resources to the largest number of students possible. This means looking at the number of students that could be serviced via staffing a district position, availability of potential personnel, and/or consideration of the amount of time staff would spend working with students as opposed to being ‘in-transit’. We continue to examine all of these factors on an on-going basis.

5. Member Organization Updates

P. Mick (Member at large)

- Nothing to report.

L. Lambert (APH Infant Child Development Program)

- Announcement made that the Pre-school Speech & Language Program and the Infant-Child Development Program will become part of Thrive as of April 1, 2022.
- Thrive is hoping that services will be in place by May.

S. Kitts (North Shore Tribal Council)

- Staff are back in the office and things are operating a bit more normally
- Not much to report in the past month, on-going meetings and follow-ups.

A Gauthier (Thrive)

- Announcement made that Pre-school Speech and Language Program and the Infant-Child Development Program will become part of Thrive as of April 1, 2022.

M. Barbeau (Community Living Algoma)

- Representatives from Community Living Algoma met over Teams with Shelley Moore regarding the possibility of a presentation by her in Sault Ste. Marie. She will send a proposal with the options available for her presentation. The dates were possibly October 19 and 20, 2022. There will be an advisory committee that will meet March 9/22 via the Teams platform for further discussion.
- Child and Youth Services have 3 staff to serve children aged 6-17. They are working on school attendance of the children with intellectual disabilities. If they are not in school, the reason needs to be known to help facilitate their education.

6. Report from the Board (Trustees)

- Last Board meeting was February 15, 2022
- Fantastic presentation regarding the Aeronautic and Aerospace Specialist High Skills Major Program
- Annual Health and Safety Report presented by Chris Alfano (Health & Safety Officer) and Superintendent Joe Santa Maria
- Ongoing policy review continues
- Update on consultations regarding the 2022 / 2023 School Year Calendar

6. Report from Administration (B. Vallee & K. Viita)

- **Transitions:** In addition to our on-going work around Kindergarten Transitions, the process of transitioning students between panels (either Grade 8s to Grade 9, or Grade 6s to 7 in selected areas) is also underway. Our elementary SERTs have provided secondary school SERTs with a transition profile for each student, with follow-up meetings or discussions being scheduled between the receiving school and the sending schools over the first two weeks in March.
- **PPM 81 Consultations:** Discussed under correspondence.
- **Remote/In-Person Learning:** Communication will be coming out to parents/families at the end of March to ask families to formally commit to remote vs. on-site learning for the remainder of the school year.
- **Charting the Path:** SERT professional development focused on the roll-out of the *Charting the Path* program, which will focus on supporting students with learning differences in recognizing their pattern of strengths and learning needs, accommodations that they require, and to help develop their self-advocacy skills as they transition to secondary schools. In the past, we have delivered such programming through our LD Resource Facilitator (Sarah Anich-Mansfield) in the past, but we are looking to 'scale-up' the program to be delivered in each school. We will be implementing the programming this spring for students with learning differences that are moving from Gr. 8 to Gr. 9, as well as those moving from Gr. 6 to 7 in areas where all students attend an Intermediate program (e.g. Central Algoma and Elliot Lake)
- **SERT PD:** In addition to the PD offered to SERTs on the *Charting the Path* program, SERTs also participated in PD presented by our Language/Communication team that focused on selected and implementing oral language development groups, as well as some of the work that takes place within groups to support students language development.
- **LD@School Webinar "The Road to Reading":** LD at School provided a presentation on *The Road to Reading*, conducted by Damian Page and Dr. Todd Cunningham from the University of Toronto's Academic Intervention Lab. The presentation was focused

on how a structured literacy approach based on the science of reading can be used to support the learning of all students, but particularly those that struggle with reading difficulties. B. Vallee participated in the webinar on January 28th.

- **Formal Assessments:** Our assessment schedule continues with psychological-educational assessments occurring throughout the month of March. Our Speech-Language Pathologists have almost completed their 'term two' assessment blitz from late February/early March to clear all of the referrals received in December. A new intake period for Speech-Language Assessment Referrals will occur at the end of March

8. Next meeting: April 12, 2022

9. Motion to adjourn: Moved by. R. Reid. Seconded by S. Evans.

Meeting adjourned at 1:15p.m.