



# Wellington Catholic District School Board Special Education Advisory Committee (SEAC) Wednesday, February 18, 2009 MINUTES

## Attendance:

**SEAC Members:** V. Dupuis, D. Smith and T. O'Regan

**Regrets:** G. Lavalley, J. Hollen, Denise Watson, S. Newcomb

**Program Staff:** L. Clifford, Superintendent of Program

**Guests:** G. Facchini, Principal, St. Patrick Catholic School  
Josephine Raftis, SERT, St. Patrick School

G. Tessaro, Principal, St. Paul Catholic School  
S. Majer, Vice Principal, St. Paul Catholic School  
Lori Gamble, SERT, St. Paul Catholic School  
Julie Lane, SERT, St. Paul Catholic School  
T. Laxton, Principal, Sacred Heart Catholic School  
Julie Vandenheuvel, SERT, Sacred Heart Catholic School - yes  
Christine Bell, SERT, Sacred Heart Catholic School - yes

**1. Opening Prayer** – 7:00 p.m. – L. Clifford opened the meeting with a prayer.

**2. Review of SEAC Minutes** – T. O'Regan asked for a motion to accept the January 2009 SEAC minutes. D. Smith motioned to accept, seconded by V. Dupuis.

## 3. Discussion Items

### 3.1 School Presentations

**St. Patrick:** G. Facchini provided overview of SEAC presentation, including the following:

- 1.5 SERTs, 6.5 EA's

- Tier 1 successful interventions:

- TLCP – teachers get together and plan units in 6-8 week cycles and are able to track students to see growth

- Strong Start, Junior Literacy and Literacy for Life (all after school programs)

- School Team Collaboration and Problem Solving models

- Several students on behaviour plans

- Staff has had Day 1 BMS training

- Tier 2 successful interventions:

- Collaborative IEP programming with SERTs, SLP, OT and community partners

- Sensory room (is a benefit to those it was intended for, but also for additional students), YW present in classroom when necessary, Incentive and Peer Mentor Programs

- Tier 3 successful interventions:

- District Team problem solving sessions; sensory room; alternative programs; PlaySense

- YW in classroom/working on safety and behaviour plans for highest needs students

- Partnership with Big Brothers/Big Sisters; co-op student as peer mentor; Jan Teeter

- Identified Gaps:

- Resources for literacy and mathematics
- Elementary co-coordinators to work with new teachers for development
- Big question: when students are not achieving, what do we do?
- Biggest challenge: reduction in YW support, but acknowledged additional support is coming
- Hoping to have a safe room

Question and answer period and discussion followed

**Sacred Heart:** T. Laxton reported the following:

- Sacred Heart is small in terms of population, but if one looks at the children's needs the perspective may change
- Estimates approximately 6 identified children per class
- 40 student son IPRC, 44 IEP; still discussing how to categorize within the tiered model
- Within the students who have a multiple identification, sometimes one behaviour is associated with another diagnosis
- Tier 1 successful interventions:
  - Strong Start; make maximum use of tutors in the classroom; parent volunteers; supply teachers also willing to volunteer
  - DPA – walk for 10 minutes every morning outside the school – primary teachers are reporting success
  - New literacy carts
  - Have brought in additional books to support weak area in EQAO
  - Dash program: GR 7 boys who can be a challenge lead GR2 students with similar behaviours as themselves
  - Leadership class and peer mentoring have grown out of HEART Program
  - Positive Behaviour Program: Jan Teeter working with grades 6,7 and 8
  - For those students without meals, Food and Friends Program have helped
- Tier 2 successful interventions:
  - Soar to Success Reading Group; assistance from co-op students, new computer hub in library
  - Teamed up with Big Brother/Big Sisters
  - Students of psychology from U of G have made presentations to students on problem solving; student of sociology helping with academics in classroom
  - HEART Program that includes consulting psychologist with specialty in trauma; Circles Program for a child that required a friendship circle,
  - Soundfield systems and physical accommodations where classroom structure was not conducive
  - Alternative programming; partnership with OLOL
  - Safe room under construction for sensory issues and de-escalation
  - Labour intensive interventions with SERTs
- Identified Gaps:
  - Concern for hypo-active students who aren't behavioural but are behind
  - EA time for primary and intermediate
  - Lapse of time for psychological assessments
  - Appears to be a gap between who we consider to be tier 3 students, and students who are classified as tier 3
  - Difficulty in coordinating services between home and community agencies
  - Support for experts on behaviour for tier 3 students
  - Early intervention for mental health issues

Question and answer period and discussion followed

**St. Paul:** G. Tessaro reported the following:

- Not all students on IEP are on IPRC
- Multiple identifications usually manifest most dominantly as behavioural
- There is a struggle to identify with the tiered model
- Tier 1 successful interventions:
  - The VP, 1.5 SERTs and 4.5 EA's are experiencing successful interventions
  - Academic – intervention reading programs, direct instruction reading groups for SK/GR 1; one on one support with phonics and letters; EA runs group outside of classroom for GR 2; SERTs run program outside of classroom for GR 3; Librarian works with GR 4; Junior Literacy and Literacy for Life

- Behaviour – ASD consultant went into all classrooms and talked to students about supporting kids with difficulties; Leadership Programs, Intramurals; choir, emphasis on Catholic Character Education; focus on positive behaviour and have “student of the month”
- Tier 2 successful interventions:
  - Academic - SERT assistance; team meetings including SERT and classroom teacher; volunteers in the classroom (mostly parents); volunteer neighbours and co-op students
  - Behaviour – use of YW and Michael Malak (SW) where issues are coming from the home; Tourettes Society visited classroom that includes children with tics to talk to kids about supporting fellow students
- Tier 3 successful interventions:
  - Academic – SERT support (some LD students are 4-5 years behind)
  - Behaviour – EA supervision support every day; YW support
- Identified Gaps:
  - YW time; unable to continue some programs from last year
  - SLP time; timely psychological assessments
  - More students need to be identified, but SERTs cannot get to it
  - Expertise to understand syndromes that are new to the school
  - Better communication with Trellis

Question and answer period and discussion followed.

### 3.2 **SEAC Draft Pamphlet**

L. Clifford advised that the pamphlet is in draft form and would like feedback on format and content before the March SEAC meeting. Three immediate changes to be made were noted: point one under Guiding Principles should state “Catholic public education is group education; remove V. Dupuis as contact under S.E.A.C. Affiliations, and add J. Hollens contact information.

### 3.3 **Section 23 Schools**

As a follow-up to J. Furfaro’s question regarding how WCDSB shares resources with the UGDSB, L. Clifford advised that it doesn’t which board the child is from, acceptance into the program is based on diagnosis.

### 3.4 **Funds for Applied Behaviour Analysis Support**

L. Clifford advised that the Ministry of Education has allocated a transfer payment of up to \$42,793 for applied behaviour analysis support.

### 3.5 **Support Increase in System**

L. Clifford advised that 2.0 FTE’s have been hired for .5 at four sites: Sacred Heart, St. Patrick, Holy Trinity and St. John Guelph. Youth Worker allocations have also been reassigned. L. Clifford has also approved an additional 10 psychological assessments. The process for a psychological assessment was described (District Team process).

## 4. **School Presentation Review & Discussion**

L. Clifford advised that the three secondary schools will present at the next SEAC meeting, and that a Board report will be produced based on all SEAC presentations.

Meeting adjourned at 9:08 p.m. Motion D. Smith, seconded by V. Dupuis.