



Wellington Catholic District School Board Special Education Advisory Committee (SEAC) Wednesday, May 20, 2009 MINUTES

Attendance:

SEAC Members:

D. Watson, S. Newcombe, G. Lavalley, D. Smith, T. O'Regan and V. Dupuis

Regrets:

J. Hollen, J. Furfaro

Program Staff:

L. Clifford, Superintendent of Program
M.B. Tersigni McCuen, Student Support Services Coordinator
E. Clinton, Principal of Student Achievement and Learning

Guests:

L. Butts, Principal, St. John Catholic School Arthur
Brian McMahon, SERT, St. John Catholic School Arthur
Susan Beatty, SERT, St. John Brebeuf Catholic School Erin
C. Zen, Principal, St. Joseph Catholic School Fergus
Karyn Zamin, Autism Ontario, Wellington Chapter
Sue Shaw, Autism Ontario, Wellington Chapter

T. O'Regan called the meeting to order at 7:06 p.m., and welcomed guests.

1. Opening Prayer – L. Clifford

2. Review of SEAC Minutes – no changes or comments

3. Discussion Items

3.1 School Presentations

St. John Arthur

- L. Butts and B. McMahon reported the following:
- School population 186, 31 students on IEP, wide cross-section of demographics with a high number of students in care
- Specialized instruction and universal design include all pupils, some academic (teaching/learning critical pathways), school improvement on writing (grades 1-6), Strong Start (JK/SK) for tier 1 students
- St. John Arthur is the pilot site for Mobile Smart Board, a local partnership doing product development; tiers 1 and 2 students benefit; student engagement goes up to 100%
- Remedial teaching during recess and after school to take advantage of co-op students and junior tutors – this can be transferred to tier 2
- Active intramurals program called Raise the Bar; Chris Lane, YW, runs play groups that serve 5-12 students at a time, by assigning leadership tasks; experiential learning program at Liquidation World
- The following have been very helpful: BMS training; School Safety Plan, partnership with Trellis for tier 3 students as a liaison for assessments and diagnoses; Safe Schools plan and YW support
- Class ratios successful with one to one attention; YW plays crucial role by sitting in on weekly class review and running a life skills program
- Gaps: Strong Start funding of \$1,000.00 per year through fund raising has been a burden; additional psychological assessment funding; less identification and more support
- There are two experiential learning programs, one in the school and the other off site, two students currently being served by the program; selection process is made in part by discussing with parents and by the students needs
- B. McMahon advised that he is disappointed in the shop offerings for grade 9
- D. Watson suggested they may want to talk to the Rotary Club in Fergus about supporting programs

St. John Brebeuf

- S. Beatty reported the following:
- Student population is 327
- Teachers participated in moderated writing and collected data; diagnostic reading assessment helped set goals (tier 1)
- Use of Kurzweil for grade 6 students preparing for EQAO (tier 2)
- Strong Start program for SK and grade 1; SK's assessed at beginning and end of year – teacher notices engagement of students; program is run once a year due to expense (material rental & training)
- Students are selected for a monthly award to recognize their contributions at the school
- Bullying Sociogram – Youth Worker follows up with students seen as bullies by their peers
- Tier 2 students help responsible for following behavioural expectations
- Tier 3 students – EA support provides preventive strategies
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Holy Rosary

- It was noted that due to illness, C. Dalicandro was unable to attend the meeting
- M.B. McCuen reported the following on behalf of Holy Rosary:
- Enrolment 291; IEP number unique as a large group of students have been identified as developmental requiring one on one assistance
- Academic Support for tier 1 includes class reviews and Junior Tutor Programs
- Behaviour Support for tier 1 includes class system promoting positive behaviour; J. Teeter supporting grades 7/8 students, YW supporting grades 1/2/3
- Academic tier 2 support: SERT support with small group instruction daily; SERT tech support for SEA claims approximately 2 times per week
- Tier 3 Academic Support: one to one educational support, SLP involvement with classroom teacher
- Gaps: increased SERT time to service tier 3 students; YW time – gap in prevention

St. Joseph Fergus

- C. Zen advised that the teacher who was going to present around tier 1 students had been off all week; the presentation has been deferred until June 10th

3.2 Tiered Model Survey

- C. Zen advised that he had received excellent feedback from the group at last month's meeting
- Goal is to get as much information as possible from folks in the field to determine how model is responding to needs
- Survey now on Survey Monkey to enable everyone to complete survey on line
- Decision was made not to identify the school, but to identify the role of the person completing the survey
- Academic as well as behaviour to be identified
- It was agreed that question 2 will be broken down by tiers
- Survey will be presented to Administrators on June 3rd^h; data will be collected and come back to senior staff and Principals August 18th and 19th
- D. Watson advised that there is not a clear picture of tier 1 and 2 students; L. Clifford advised this will be covered by St. Joseph Fergus at the June meeting
- C. Zen suggested that it would be helpful to see a classroom; L. Clifford is open to bringing SEAC members into schools next year
- C. Zen clarified under question 4 that 1 is the most effective and 11 is the least effective
- C. Zen will send additional question to N. Linforth to be included in next draft and sent to SEAC members
- L. Clifford advised that the final draft will be sent to Principals out of courtesy, and disseminated to SERTS, Youth Workers, Vice Principals and Program Coordinators; it will include a cover letter explaining opportunity to provide feedback

3.3 SEAC Pamphlet Draft 4

- L. Clifford advised that the pamphlet will be on the website as soon as it is out of construction; the goal is to have the Special Education Plan and SEAC Brochure posted by July 31, 2009

- G. Lavalley suggested the Agency be listed under Community Representatives, or that we combine Community Representatives and Agencies; S. Newcombe responded that the decision was made not to have names with associations, should there be a change

4. Correspondence

- 4.1 Wellington Developmental Services – Agency Directory 2009
 - 4.2 AD VOX – Adding Voices Together for Mental Health for Kids
 - 4.3 A Summer Training Opportunity to Enhance School Teams’ Capacity in implementation of PPM 140
- Correspondence was distributed

5. School Presentation Review & Discussion

- The following was noted:
- It was very much up one side of the triangle and then up the other; more about academic and behaviour rather than interventions; how is model perceived
- There may be value in looking at a year in review; look at gaps specifically
- Look at presentation format for next year
- L. Clifford – next meeting we want to hear from our Community partners; need common ground – what is their mandate and what are their challenges;
- L. Clifford – next meeting we will discuss move-forward steps for SEAC; September will be a planning meeting and June will be a debriefing meeting
- Bill 212 and mitigating factors to be discussed

The meeting adjourned at 8:58 p.m.

6. Next Meeting: June 10, 2009