



## **SPECIAL EDUCATION ADVISORY COMMITTEE**

### **MINUTES**

February 15, 2017

|                 |                    |  |
|-----------------|--------------------|--|
| <b>PRESENT:</b> | Committee Members: | E. Swanson (Chair), K. Dunsmoor-Lough, L. Cobb, C. Smith, F. Mick-Johnston, T. Williams, S. Sarazin, S. French |
|                 | Administration:    | B. McIntyre, H. van der Mark, S. Cassidy-Rouleau, A. MacDougall-Popke, J. Pantuso                              |
|                 | Guests:            | R. McKay, T. Roach   |
| <b>ABSENT:</b>  | (With Regrets)     | B. Morris, N. Edge, S. McBride, B. Smith, C. Barber  |

---

#### **1. CALL TO ORDER**

Chair E. Swanson called the meeting to order.

#### **2. APPROVAL OF AGENDA OF 15 FEBRUARY 2017**

MOVED BY C. Smith, seconded by F. Mick-Johnston, that the Special Education Advisory Committee approves the agenda for today's meeting.

The motion was CARRIED.

#### **3. APPROVAL OF MINUTES OF 18 JANUARY 2017**

MOVED BY K. Dunsmoor-Lough, seconded by L. Cobb, that the Special Education Advisory Committee approves the minutes of the meeting held on 18 January 2017.

The motion was CARRIED.

#### **4. SUPPORTS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)**

Rachel McKay, Applied Behaviour Analysis (ABA) Coordinator, and Tara Roach, Inclusion Support Assistant (ISA) provided a general overview of the supports available for students with Autism Spectrum Disorder (ASD). They discussed the prevalence of autism in the Board, history of supports, the team vision, ISA's in our Board, ongoing pro-active support from the ISA team, co-delivery of small groups/class-wide instruction on social skills and self-regulation, and partnerships with community agencies.

B. Smith and C. Barber will be asked to bring information to the committee regarding the new After School Skills Development (ASSD) Program.

#### **5. REPORT FROM THE BOARD**

K. Dunsmoor-Lough provided information from the Board:

- On January 31, Director Roger Clarke attended his last meeting and the Board shared memories and congratulated him on his retirement. He presented his last director's report that included three areas of emphasis – people, programs and progress.
- A retirement celebration was held for Director Clarke on the evening of February 3.
- The Board announced the appointment of Pino Buffone as the new Director of Education, effective February 21. He has been a teacher, vice-principal, principal, supervisory officer and has experience with EQAO, EOSDN, Ottawa-Carleton Education Network and the University of Ottawa Teacher Education programs.
- Brent McIntyre has been appointed to the position of Superintendent of Education - Employee Services leaving one vacant Superintendent of Education – Program Services position yet to fill.
- An update on the strategic planning process was provided; new mission, vision and values statements, guiding principles and goals were approved and staff were directed to create action plans to align with these directions.
- The Board approved S. French as a new member of SEAC.

#### **6. REPORTS FROM RESOURCE STAFF**

S. Cassidy-Rouleau described the special education audit currently taking place. This internal audit is not financial but examines the processes, practices and efficiencies in our practices. The auditor has interviewed staff, visited schools and is looking at things such as case conferences, IEPs, methodology of EA allocation, psycho-educational assessments, training, and changes in the IEP writer. A report will be produced along with a follow up visit in two years to review how recommendations have been implemented. Staff will report back the auditor's findings to the committee.

H. van der Mark reported on SERT Math training days, BMS training and the Mini Enrichment course being offered in May at the University of Ottawa and Carleton University.

A. MacDougall-Popke expanded on the SERT +1 Math Learning Day to be held by families of schools on March 6 and 7. Math leads and administrators have had professional development so the purpose is to bring SERT teachers up to speed on methodologies. The SERT teachers will bring a junior teacher that will allow for shared learning experiences and shared practices.

#### **7. ASSOCIATION REPORTS**

S. French, Learning Disabilities Association of Ontario, reported on their February 2, 2017 meeting, the Sunshine Day Camp and information on Learning Disabilities (notes attached). The next meeting of the LDAO will be held on March 2, 2017.

T. Williams, Community Living Upper Ottawa Valley, reported they recently hosted (in cooperation with Algonquin College) an information session and evening event with Dr. David Pitonyak. The presentations focused on supporting individuals with disabilities and the importance of inclusion in the community.

## **8. CORRESPONDENCE**

The committee received copies of letters from Nipissing-Parry Sound Catholic District School Board and Bluewater District School Board as information items regarding the special education funding formula.

## **9. OUTSTANDING ITEMS –nil**

## **10. NEXT MEETINGS**

- March 22, 2017
- April 19, 2017
- May 17, 2017
- June 21, 2017

## **11. ADJOURNMENT**

MOVED BY C. Smith, seconded by T. Williams, that the Special Education Advisory Committee meeting adjourn at 4:55 p.m.

The motion was CARRIED.

Wednesday, February 15, 2017

## LDAO Meeting Thursday Feb 2, 2017

A brief Chat was held on the LDAOs Summer Camp <sup>that</sup> they offer. It is called the SUNSHINE DAY CAMP and is held at the Robert Bateman Public School, located at 1250 Blohm Dr, Ottawa. applications for the 2017 weeks are now available. This camp is for kids from 7 -12 yrs old.

LD' (Learning Disability) is often referred to as the "Invisible (or Hidden) Disability". <sup>Education Act</sup> Ant. recognizes 12 exceptionalities (of all students identified thru IPRC) LD represents 43.3% of the total. with LDs BEHAVIOUR is usually the language shown in a student (be it, anger, frustration, anxiety) and we all need to learn how to read their "language" and not just see their behaviours

According to Dr. Maggy Mamen there is a Triad that our kids struggle with... they see themselves as

"Stupid, Lazy and or Crazy." the TRIAD

to a kid with a LD, Scared and Angry are the same thing..so they go hand in hand

Many LD kids have what is referred to as The SATURDAY kids...<sup>syndrom</sup> its their one day where these kids can relax..they have no pressure from school and the interaction with their peers and/or teachers...but come Sunday evening their behaviours start to ramp up again.

GRADE 3 is usually the grade where LD surface as this is when the focus shifts from learning to read to reading to learn. and as such you see kids with LD showing High levels of Frustration and LOW Trigger points as well as Anxiety, social isolation from their peers, depression. Kids with LDs are 2-3x more likely to have Mental health issues.

Teachers will start to see patterns of EXPERIMENTAL AVOIDANCE...such as a child wanting to go to the washroom often, to avoid the situation which is causing them stress.

"CHEW" LRY"= things you can purchase to put on the end of a pencil that is useful for kids that chew on their clothes or other things.

LD's often struggle with Social Language...which means they CANNOT read Sarcasm, Facial Expressions, Body Language...

There are 6 Success Attributes of Students with LD.

- 1) Self Awareness: - OWNING the LD & being open about it. Its important to give the LD a name and to explain to <sup>the</sup> child that is is only ONE part of him/her and NOT WHO they are.
- 2) Proactive-:they participate in their Job- which is to GO to school
- 3) Perseverance:- they never give up despite adversity and obstacles
- 4) Goal Setting; Helping the student to set small realistic AND achievable goals.

Wednesday, February 15, 2017

- 5) Social Support System : Know who your child's Team is, and the child must know who their GO\_TO person at school is
- 6): Emotional Coping Strategies: Acknowledge the situation, Knowing when to seek help, and having an outlet, be it sports, art, music, where the kids has success and can feel good about themselves.

One of the examples of the differences in HOW a child with a LD thinks is as follows... the question is...

"Who was the First Prime Minister of Canada"

someone without a LD will say "Sir John A Macdonald"

whereas someone with an LD will go through this process

They say to themselves...."WHO" means a person  
WAS...means its long ago  
1st...means of many after  
Prime Minister....has to do with Government  
Canada ....the Country involved

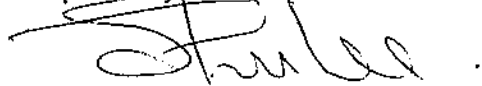
before they can come up with the answer

SELF ADVOCACY: is something all kids with LD need to learn but it is also a 2 way street. The schools has to be prepared to "HEAR" and "READ" the situation...

for example..a 7 year old may Not be able to articulate.."I need more time" so it MAY be..a Book thrown across the classroom.....so the teachers needs to HEAR what the child is saying by their BEHAVIOUR.

we need to teach & support our LD kids to stand up and Ask for what they need in a more appropriate way..be it More Time, a Modification to the program or Learning Aids.

Respectfully Submitted



Shirlee French

LDAO Rep