
Special Education Advisory Committee Meeting
Minutes

Wednesday, November 29, 2023 (Meeting 1)
Virtual, Microsoft Teams – 6:01pm – 6:30pm

SEAC Members & Quorum Tracking

SEAC Members	November 29, 2023
Donna Nielsen (Chair) <i>CDSBEO Trustee</i>	<i>Present</i>
Natalie Cameron (Vice-Chair) <i>Children's Aid Society of the United Counties of SD&G</i>	<i>Present</i>
Karen McCallister <i>CDSBEO Trustee</i>	<i>Present</i>
Tom Jordan <i>Family and Children's Services of Lanark, Leeds and Grenville</i>	<i>Present</i>
Cathy Bridson <i>Rural FASD Support Network</i>	x
Susie Trotter <i>Child and Youth Mental Health Services, Cornwall Community Hospital</i>	x
SEAC Member Alternates	
Cathie Knapp-Fisher <i>Family and Children's Services of Lanark, Leeds and Grenville</i>	x
Judith Peak <i>Rural FASD Support Network</i>	<i>Present</i>
Kaitlyn Bissonette <i>Children's Aid Society of the United Counties of SD&G</i>	x
Sue Wilson <i>CDSBEO Trustee, Alternate</i>	x
Board Resource Staff	
Heather Gerber <i>Superintendent of School Effectiveness</i>	<i>Present</i>
Angela McNamee <i>Principal of Special Education</i>	<i>Present</i>
Sarah Price <i>Administrative Assistant to Superintendent Gerber</i>	<i>Present</i>
SEAC Quorum	5/6 – Quorum Achieved

1. Welcome, Introductions and Roll Call

2. Territory Acknowledgement

Principal Angie McNamee acknowledged the Territory.

3. Opening Prayer

Principal Angie McNamee led the group in opening prayer.

4. Approval of Agenda

Chair Donna Nielsen motioned to approve the agenda as presented.

Moved by: Tom Jordan *Carried*

5. Receiving of approved minutes from Wednesday, October 25th, 2023, SEAC Meeting.

SEAC minutes were electronically approved on November 6, 2023. Chair Donna Nielsen motioned to receive the minutes as presented.

Moved by: Karen McAllister *Carried*

6. Structured Literacy – Through the Lens of Reading Intervention Teachers – CDSBEO Reading Intervention Teachers (Amanda Dickson, Andrea Blaine, Julia Fortin, Lorrie Donig)

The role of the Reading Intervention Teacher (RIT) is to assist Special Education Resource Teachers (SERTS) and K-2 Classroom Teachers with administering the CDSBEO Diagnostic Phonemic, Decoding and Encoding Assessments. The RIT can assist the SERT and/or K-2 Classroom Teachers with the planning and implementation of reading interventions and are also able to provide “at the elbow” support with Structured Literacy Instruction in our CDSBEO schools. Our four reading intervention teachers are all assigned to Eastern and/or Western Region schools in which they support the early learning literacy of our students.

Educators within the board continue to receive support around Structured Literacy. Over the past 4 years, Speech Language Pathologists (SLPs) have shared their expertise with all educators within the board on Structured Literacy. UFLI resources were purchased for all classrooms within the board at the end of last year to support educators in delivering explicit and systematic literacy lessons. Our RITs have also been modeling these lessons and supporting educators through a sequential approach following a scope and sequence that aligns with the 2023 Language Curriculum. Teachers have been excited about the support received and the growth they have seen in their students.

Part of the RIT’s role is supporting educators with administering screeners. At the beginning of the year, RITs were busy assisting school teams with administering these screeners to get a baseline as to where students were. Classroom Teachers, Special Education Resource Teachers and Reading Intervention Teachers have been meeting to discuss data, planning, and implementation of reading interventions.

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Phonemic Awareness skills are strong predictors of early reading success. One of the three types of screeners utilized is on phonemic awareness. The RIT's role is extremely rewarding as they are able to witness student success firsthand. Support for students may look different in different buildings depending on needs.

Another form of assessment we are sharing with educators and supporting teams with completing is the decoding screening tool developed by our Speech Language Pathologist team. These screeners are greatly beneficial for the purposes of progress monitoring. When the Classroom Teacher covers a section of the scope and sequence, these screeners are being used to check for understanding of skills taught during the structured literacy lessons.

The third form of assessment being shared with educators to support student's learning and literacy is the encoding assessment. This is used to target specific spelling patterns and to target which areas the student would require additional assistance with through individual or small group instruction.

Part of the RIT role is to collaborate with the school team by reviewing data and planning next steps to support student's literacy learning. Once each screener has been completed, we collaborate with the school to devise a plan on how to move these students forward. The Reading Intervention Teacher's plans are specific and individualized based on the screening data. Once we view each child's chart, we then support the school in implementing different activities and strategies to help each student move forward. For example, this can include individual instruction, at the elbow lessons, collaborating with the teacher to model lessons or working with a small group of children with similar areas of intervention. Play is the work of children, and we keep that motto at the forefront of our minds to keep students engaged and excited to master their literacy skills. Our phonemic awareness screener, decoding screener and encoding screener are the tools used for pre and post assessment of student's literacy skills. For example, during a seven-week timeline, we would use each screener before the lessons to see where the students are at and where they might need support. Using this information and after implementing different activities and supports, we would then redo the assessments to determine the post-assessment data to see how far the students have come within that timeframe of reading intervention.

We continue to build capacity with our school administrators through Professional Development opportunities. During a recent Professional Development session, Principals were engaged and excited about the information that was reviewed that will continue to assist them in supporting and ensuring that all students in their schools are supported throughout their literacy journey.

7. Adjournment

Chair Donna Nielsen motioned to adjourn the meeting.

Moved by: Natalie Cameron *Carried*

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Topics for Presentations for 2023-2024 school year:

TOPIC	DATE
Summer Learning Program	Wednesday, August 30th, 2023
Transition Planning, Grade 12 to Community	Wednesday, September 27th, 2023
PPM 124 – Community Involvement Hours in Secondary Schools	Wednesday, October 25th, 2023
Structured Literacy – Through the Lens of Reading Intervention Teachers	Wednesday, November 29th, 2023
Cornwall Police Force, Community Liaison Officer	Wednesday, January 24th, 2024
Mindful Educator Practice	Wednesday, February 28th, 2024
Living with FASD, Student Presentation	<i>To be determined</i>
Psychology of Mattering	<i>To be determined</i>
Health Unit	<i>To be determined</i>
Trauma Informed – Supporting Students through a Special Education Lens	<i>To be determined</i>
Kids in Care	<i>To be determined</i>