



**Minutes of the
Special Education Advisory Committee Meeting
Held on Wednesday 8 June 2022 at 6:00 p.m.
VIRTUAL MEETING**



PRESENT:	Pat O'Grady	Chair, Trustee - Virtual
	Cory Lee McMunn	Member at Large - Virtual
	Jacki England	Member at Large - Virtual
	Jennifer Debenham	Community Living - Virtual
	Joanne Lesk	Member at Large - Virtual
	Jodi Cotnam	Learning Disabilities of Ontario - Virtual
	Mike Ellis	Member at Large
	Sandra Dee Lapierre	Member at Large - Virtual
RESOURCE:	Clint Young	Superintendent of Education - Virtual
REGRETS:	France Guillemette	Member at Large
	Gen Leonard	Member at Large
	Kayla Bouret	Member at Large

1. Prayer and Land Acknowledgement

The SEAC Chair opened the meeting with a prayer and land acknowledgement at 6:00 p.m.

2. Approval of Agenda

MOTION 1: 8 JUNE 2022

Moved By: Sandra Dee Lapierre

Seconded By: Jennifer Debenham

That the agenda for the Special Education Advisory Committee meeting of 8 June 2022 be approved.

Carried/...

3. Declaration of Conflict of Interest

No conflict of interest was declared.

4. Presentation: Right to Read – Early Reading Interventions by Scott Nichol and Kelly Etmanskies and Katherine McLaughlin

The School Effectiveness Lead with Special Education Portfolio, Scott Nichol and the two Special Education Coordinators, Kelly Etmanskies and Katherine McLaughlin were welcomed to the meeting to discuss RCCDSB response to the Ontario Human Rights Commission Right to Read report was recently released.

Board staff have been studying the report and associated recommendations for school boards that indicate changes are needed to how reading is taught. This year, the Curriculum Team,

Schools to believe in!

Literacy Inclusion SPAT, Special Education Coordinators and School Effectiveness Lead have evaluated current strategies and resources used at the board. After intense collaboration, a plan for various reading intervention strategies was developed to that will begin in September 2022.

The Right to Read Report is based on scientific evaluation and research and endorses systematic instruction in foundational skills. It was explained that there are five key areas in reading development: Phonemic Awareness (the identification of sounds), phonetics (relationship between letters and sounds), and finally Reading, comprised of vocabulary, fluency and reading comprehension.

The Board will use multiple components to spearhead the RCCDSB vision of right to read enhancements:

- ✓ Professional development planning for Principals, teachers and support staff are underway. Several world-renowned experts in the field of literacy will conduct virtual presentations for staff during the summer and additional PD sessions will take place in September and beyond.
- ✓ To provide clarity around reading instruction, the curriculum team developed a one-page draft document that summarizes comprehensive reading interventions using the tiered instruction module, which will be rolled out to principals and classroom teachers. An overview of the document shows that Tier 1 (Core Support for all students) is provided by the classroom teacher, reaching a success rate for approximately 80% of students. Tier 2 (Strategic Support for some students) is provided for approximately 10 – 15% of students by the classroom teacher, SERT or EA, and includes targeted support in addition to Tier 1 strategies. This instruction is given during the school day and may take place in an alternative setting. Tier 3 (Intensive Support for a few students) is offered to a high-risk student, approximately 5% of the general population, who have marked deficiencies in reading, or who are identified as having a reading disability. This support frequently takes place in an alternative setting. Scheduling of Tier 2 and 3 interventions is done very carefully so as not to take students away from activities in which they thrive. It was noted that the tiered approach is not only used for early readers, but students in junior and senior grades who struggle with reading are also included in the plan.
- ✓ Multiple resource programs and reading systems continue to be purchased: Fountas and Pinnell, Flyleaf, RAZ Plus. For students requiring additional resources, Headsprout and Empower programs are available, with trained board staff that administer the sessions.
- ✓ All K – 3 students will embark on the PASS (Phonological Awareness Skills Screener). This is a skill assessment which uses a series of rhyming and blending questions to develop specific benchmarks, which can then be assessed later in the school year as a running record to determine progress to determine if intervention is required.

- ✓ Expansion of the CLEVR program, currently used by SPATs and Program Team personnel can have greater capacity for use by classroom teachers to house assessments and track student progress through the school year and subsequent years.
- ✓ MDT (Multi-disciplinary Team) meetings are held that bring together various staff experts i.e., mental health, ABA or social workers, and occasionally outside OT consultants. These meetings are held to discuss a particular student with complex needs and concludes in the development of an action plan.
- ✓ A consulting psychologist meets and assess 10 – 12 students per year. There are also opportunities for school teams to meet with her to go over specific parts or her recommendations, or to discuss specific behaviour issues in greater depth.

Scott, Kelly, and Katherine were thanked for their innovative development of approaches as a response to the right to read initiative. The collaborative approach using program team members with varying expertise was highlighted as an efficient and effective support to student development and ultimately, to student success.

5. Approval of Minutes from 11 May 2022

MOTION 2: 8 JUNE 2022

Moved By: Jennifer Debenham
Seconded By: Mike Ellis

That the minutes from the Special Education Advisory Committee meeting of 11 May 2022 be approved.

Carried/...

6. Board Reports

a. Special Education Report

The final draft of the Special Education Report was provided to the Committee for approval.

MOTION 3: 8 JUNE 2022

Moved By: Mike Ellis
Seconded By: Cory-Lee Munn

That the Special Education Advisory Committee approves the Renfrew County Catholic District School Board's Special Education Board Plan for school year 2021-2022.

Carried/...

7. **Association Reports**

The Learning Disability Association of Ottawa Carleton is offering individual and group online literacy tutoring sessions during the summer and fall. The motivational program will develop early literacy skills and is offered at a reasonable rate.

8. **Next Meeting**

September 14th, 2022 (to be communicated to members in September).

9. **Adjournment**

The SEAC meeting adjourned at 7:08 p.m.