

BOARD PERSONNEL

Mike Wilcox, Superintendent of Special Education Services

Kristie Sweet, Supervising Principal of Special Education Services

Theresa Williams, OPC Secondary Representative

Michelle Lowes, OPC Elementary Representative

REGRETS

Cathy Cooke, Trustee

Bette Turner, Home and School Association (due to technical difficulties during Microsoft Teams meeting)

ABSENT

RECORDER

Peggy Russette

1. Call to Order

The meeting was called to order at 1:06 pm.

2. Land Acknowledgement

We acknowledge that we are on land and surrounded by water, originally inhabited by Indigenous Peoples who have travelled this area since time immemorial. This territory is within the lands honoured by the Wampum Treaties; agreements between the Anishinaabe (Ah-nish-e-naa-bay), Haudenosaunee (Hoe-den-oh-show-nee), Leni (Len-eh ~~hand~~ ~~(B E.k~~ ~~MCIE~~ ~~94-9~~ ~~ref~~ ~~206-9~~ ~~e~~

That SEAC approve the agenda for the SEAC meeting of September 13, 2022

The motion was carried.

4. Approval of Minutes

Moved by: M. Fuduric

Seconded by: S. Ruggaber

That SEAC approve the minutes for the SEAC meeting of June 14, 2022

The motion was carried.

5. Science of Reading Update

Heggerty Phonemic Awareness Resources, one of the interventions recommended in the OHRC's Right to Read Report, have been distributed to all Kindergarten, Grade 1, RISE, and Learning Support teachers. Approximately 110 teachers took advantage of the Heggerty training in August during our GECDSB summer learning PD series. Lexia and Empower are also interventions recommended in the OHRC's Right to Read Report, which we are utilizing in all of our elementary schools. Lexia Core5 is a Tier 2 intervention, and Empower is a Tier 3 intervention. These programs are both aligned to the Science of Reading.

6. Camp Discovery

Camp Discovery has been held for three years now, with this year being the first year that it was held in person. The goals of Camp Discovery were:

- Supporting student well-being and mindfulness
- Developing oral language skills
- Reading intervention using explicit and systematic instruction
- Promote caregiver education about learning challenges
- Building social skills
- Enrich learning with STEAM activities
- Provide support to prevent summer learning slide

Indicator of growth and success determined that 93% of the students demonstrated an increase in phonic reading skills between the first and final assessment.

The program ran from 8 am to 2 pm daily. Students in the RISE program were selected to participate in the program. Transportation was not provided but we worked with families if there were any transportation issues.

7. Enhanced Transition Program

Secondary Learning Support Teachers, Child and Youth Workers and Developmental Service Workers were able to meet and support over 216 incoming grade 9 students who were identified with a Learning Disability or Mild Intellectual Disability. The feedback was very positive. Parents felt that the in-person meetings made their child feel very welcome and helped relieve the anxiety that they and their child were feeling.

8. Summer Psychological Assessments

The GECDSB received Ministry funding for a third summer that allowed us to complete an additional 48 psychological assessments over the course of July and August. In an average year, our Psychological Services Staff complete approximately 325 assessments in a school year. We have a current wait list of approximately 70 students moving into the 2022-23 school year.

We offered various locations to make it more convenient for families to be able to get their child to the assessment and we helped with transportation costs where there was a concern.

Park to raise funds to provide support and educational services for people living with epilepsy. For more