

**HALTON CATHOLIC DISTRICT SCHOOL BOARD**

**MINUTES OF THE SPECIAL EDUCATION  
ADVISORY COMMITTEE MEETING**

Monday, October 17, 2005  
7:30 p.m. – Main Board Room

**Members/Alternates present:** Mrs. R.A. McAuley; Mrs. M. Bursey; Ms. M. Hastings;  
Mrs. R. Quesnel; Mrs. M. Forhan; Mr. C. Learn; Mrs. L. Volkers;

**Members absent:** Ms. H. Ross; Mr. D. Goch; Ms. G. Pearce; Ms. L. Stanciulescu;  
Mrs. A.A. LeMay; Mrs. L. Kovalchek

**Staff present:** Mr. G. Mahoney, Superintendent, Special Education Services  
Mr. P. Mayne, Principal  
Mrs. J. Parisi, Special Education Consultant  
Mrs. K. Mebs, Speech and Language Pathologist  
Mrs. D. Tcharmichi, Itinerant SERT-Deaf and Hard of Hearing

**Recording Secretary:** C. Quesnel

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1. **Call to Order**
  - 1.1 **Opening Prayer and Welcome**

The meeting opened with a prayer.

2. **Approval of the Agenda**

<p><b>RECOMMENDATION</b> Moved by: C. Learn Seconded by: M. Forhan <b>THAT, the agenda for the October 17<sup>th</sup>, 2005 SEAC meeting be approved as amended.</b> <b>CARRIED</b></p>
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Items 6.3 and 7.1 were moved to 4.1 and 4.2 respectively.

3. **Actions to be taken**
  - 3.1 **Approval of SEAC Minutes – September 19<sup>th</sup>, 2005**

<p><b>RECOMMENDATION</b> Moved by: R. Quesnel Seconded by: C. Learn <b>THAT, the minutes for the September 19<sup>th</sup>, 2005 SEAC meeting be approved as presented.</b> <b>CARRIED</b></p>
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4. **Presentation**
  - 4.1 **Service Review – Identified Deaf & Hard of Hearing Students**

Patrick Mayne, Principal

Members of SEAC were apprised of the process by which special equipment is allocated to deaf and hard of hearing students. Technological equipment is assigned through an educational audiologist.

The following points from the review were highlighted: informal assessments; timelines for assessments; range of assessments; program planning and the Ontario curriculum; program accommodations; modified expectations; alternative expectations; use of multi-disciplinary approach; access to support in all placement settings; transitions; transportation; instructional strategies; communication methods; resource materials; technology and professional development.

Timelines for assessments were discussed - areas of need are addressed at the early stages of a child's academic program and program recommendations are implemented as soon as possible. The need for reassessment will be reviewed on an annual basis.

Emphasis was placed on the recommendation that the Board hire the services of an educational audiologist. Other recommendations included, the purchase of additional teaching resources and assessment tools; increase of inservicing for classroom teachers and other staff working with deaf and hard of hearing students; participation of itinerant teachers of the deaf and hard of hearing in local network professional communities; and the increase in the time required by an itinerant teacher to provide necessary services with respect to students with Central Auditory Processing difficulties.

#### **4.2 Speech & Language Services Delivery Model**

Joanne Parisi, Special Education Consultant  
Kristine Mebs, Speech & Language Pathologist

Changes to the Early Language Intervention Model were reviewed and a brief background was detailed. Changes were brought about in early September 2005, in order to reach students with speech and language delays in a more timely fashion.

Parents of JK children provide the Board with written consent for a speech and language assessment and/or to review reports. The discharge report from the Halton-Peel Preschool Speech and Language Program (HPPSLP) accompanies the signed parental consent form for reference. Students with language delays discharged from HPPSLP are then seen by Board Speech and Language Pathologists in the fall and assigned to Communicative Disorders Assistant (CDA) Service, if deemed appropriate and where CDA caseload space is available.

Effective in September 2005, students deemed appropriate for CDA service were allocated a predetermined number of sessions up to a maximum of 40, based on the extent of their needs. Sessions will be tracked by the CDA. Regarding discharges from the program, each case is reviewed individually.

The Community Care Access Centre (CCAC) referrals remain: Students requiring ongoing speech intervention are forwarded, with parental consent, to the CCAC by school Special Education Resource Teachers (SERTs).

The new model will also be beneficial to the high needs child who may not always be ready for the therapy, in which case, the therapy is put on hold and resumes at a later date when it is more suitable to the child. Speech and Language Pathologists also provide consultation to schools for high needs students at any grade level throughout the school year, as requested by the Principal.

## **5. Action Items**

### **5.1 Resignation**

**RECOMMENDATION**

*Moved by: C. Learn*

*Seconded by: M. Bursey*

**THAT**, SEAC accept Mr. Bill Quesnel's resignation as an alternate representative of the association, VOICE for Hearing Impaired Children on our Board's SEAC.

**CARRIED**

### **5.2 Nomination**

**RECOMMENDATION**

*Moved by: R. Quesnel*

*Seconded by: M. Forhan*

**THAT**, SEAC accept the nomination of Mrs. Luisa Volkens as an alternate representative of the association, VOICE for Hearing Impaired Children on our Board's SEAC.

**CARRIED**

**6. Reports/Updates/Discussion****6.1 Special Education Budget**

Detailed reference was made to a comparison report for the 2004-2005 and 2005-2006 Special Education budget. The largest portion of the budget is spent on staff, professionals and para-professionals and efforts are constantly made to keep pace with the increase in our Board's special education population needs.

Any Special Education budget surplus is regulated by legislation, i.e., rolled over to the next fiscal year and maintained within Special Education to be spent on Special Education needs.

This item will be brought back to SEAC for further discussion when data is available on the financial year end.

**6.2 SEAC Christmas Dinner**

Members of SEAC took note of this item and a brief discussion took place.

**7. Information**

There were no information items.

**8. Agency Updates**

**8.1** There were no Agency Updates.

**9. Future Agenda Items**

**9.1** Number of Identified Special Needs Students

**9.2** Status Report – Services - Autism Spectrum Disorder

**9.3** Status Report – Ministry Consultant - Autism Spectrum Disorders

**9.4** Minority Reports – Board Response

**10. Date of Next Meeting**

November 21<sup>st</sup>, 2005

**11. Adjournment****11.1 Motion for Absenteeism****RECOMMENDATION**

*Moved by: C. Learn*

*Seconded by: R. Quesnel*

**THAT**, Ms. H. Ross; Mr. D. Goch; Ms. G. Pearce; Mrs. L. Kovalchek; Mrs. A.A. LeMay and Ms. L. Stanciulescu be excused.

**CARRIED**

**11.2 Motion for Adjournment****RECOMMENDATION**

*Moved by: M. Forhan*

*Seconded by: R. Quesnel*

**THAT**, the meeting adjourn.

**CARRIED**

**11.3 Closing Prayer**

The meeting adjourned with a prayer at 9:15 p.m.