

# Special Education Advisory Committee Meeting

Wednesday, June 14, 2023

11:45 p.m.

Northeastern Catholic District School Board

## MINUTES

**PRESENT:** Ellen Renaud, North Eastern Ontario Family and Children's Services  
Ryley Reis, Canadian Mental Health Association  
Heather Demers, The Lord's Kitchen  
Deborah Chornobey, YMCA  
Stan Skalecki, NCDSB Trustee  
Daphne Brumwell, Superintendent of Education  
Catherine Hoven, Special Assignment Teacher  
Kim McEntee, Mental Health Supervisor  
Katie Mundle, Special Assignment Teacher  
Lisa Lamarche, Behavior & Autism Specialist  
Jean Ethier, Education Services Officer / Recorder

**EXCUSED:** Colleen Landers, NCDSB Trustee / Chair  
Sabrina Gravel, Cochrane Temiskaming Resource Centre  
Sean Robertson, Principal St. Joseph School  
Karla Gagnon, Autism Ontario  
Amber Smith-Come, Principal St. Anne School  
Billie Richer, VOICE for Deaf and Hard of Hearing Children

1. Welcome, Prayer and Land Acknowledgment

Daphne welcomed everyone and led the group in prayer and land acknowledgement.

2. Approval of Agenda

MOVED BY: E. Renaud

BY: H. Demers SECONDED

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: R. Reis

BY: S. Skalecki SECONDED

THAT the agenda be approved as presented.

CARRIED.

#### 4. Special Education Plan 2023-2024

Daphne reviewed with the committee the action items for the 2023-2024 plan.

##### 4.1 Review of Changes

1. Continue to work on the creation of the documents that outline the various internal processes found in the special education department.
2. It is our desire to include students in the IPRC and IEP process where appropriate (Grade 7 & up). We would like to continue to have schools work towards this expectation and have them support students in developing a one page document highlighting their strengths, needs, key accommodations and unique learning profile. This document will be shared with those staff currently supporting the student, as well as those who will be supporting the student the following year.
3. Continue to build capacity and competency of principals, teachers and support staff in the development, implementation and monitoring of effective IEPs for students requiring modifications to individual programs. Each school worked through an IEP audit process in the winter of 2022. We would like to engage school teams in a follow-up process in the fall of 2023 to continue to build comfort with this in each school.  
Ensure all new teachers hired who have not previously done the NCDSB IEP e-Hub course, complete this by the end of September 2023.
4. Literacy/Numeracy Leads have been added to the staffing complement of 9 of our 10 elementary schools that have children in FDK to Grade 3. These new staff members will serve as a champion of the Science of Reading and Structured Literacy, will support the implementation of the new math curriculum and will work directly with students who require extra support in these areas to lessen the likelihood that gaps in learning will occur. The Special Education department will work closely with this team of teachers to provide professional learning opportunities and to monitor student achievement. We expect to focus on consolidating understanding of phonics instruction and begin to explore how best to support writing instruction.
5. Ensure parents are aware of our SEAC membership and dates for our monthly meetings through posting of information on the board website by September 30th, 2023. Minutes of SEAC meetings will also be posted on a monthly basis. We will continue to explore additional community representatives on SEAC. In particular we are looking for representatives with connections to the ASD and LD communities.
6. Review and revise the Early and On-Going Identification section of the NCDSB Special Education Plan to ensure it aligns with the recommendations of the Right to Read Inquiry Report and with current practice in literacy and numeracy instruction.
7. Finalize the 5-year implementation plan for the Science of Reading/Structure Literacy approach. Our focus for 2023-2024 will be on the consolidation of understanding of Phonological Awareness and Phonics instruction. We expect to add fluency work and writing to build teacher capacity.
8. Review the use of the Brigance Early Screening tool to determine how it might best be used to provide additional information about developmental functioning of students identified as at-risk through other assessment protocols.
9. Review and revise the Early Identification Process.
10. Review and revise the Intervention for Students At-Risk section of this plan. It must reflect the Right to Read Recommendation and our current practice.

11. Support and monitor the use of IXL in Grades 2-9 as a mechanism to close gaps in math skills. Regular use of the diagnostic arena and the student personalized learning plan is expected for all students. We are aiming for 15-20 minutes of use of this program 3 times a week.
12. Continue to support schools in implementing the School-Based Team model. The purpose of these meetings is to provide an opportunity for school staff to discuss the needs of students by sharing ideas about how to better support the student, and collaborate to create an action plan to support the student moving forward. A follow up is required to ensure that actions have been taken and to discuss their effectiveness. Special Assignment Teachers for Special Education may need to provide side-by-side coaching to support teams in maximizing this structure/protocol.
13. Explore a variety of screening tools that could be used in early primary French Immersion classrooms to support the recommendations of the Right to Read Inquiry Report. Ideally we would find something that provides norm-referenced results and allows for easy collection of data at a board level.
14. Work with our secondary school to determine how best to support the large number of students with diagnosed learning disabilities (nearly 25% of the student population). Review the use of LD Class Profiles as one mechanism to support students in destreamed and streamed classes. Build capacity with classroom teachers to better understand how to support students with an LD in the classroom.

#### 4.2 Motion of Approval

Stan made a motion to the committee to accept the Special Education Plan for 2023-2024. All in attendance voted to accept and pass the motion.

A Motion of Approval was signed by Colleen Landers chair of the committee to have the Special Education Plan for 2023 2024 presented to the Board of Trustees at the June 14,2023 Board Meeting.

#### **5. August Transition Program**

We are still finalizing the locations of the August Transition Programs. At this time, it appears we have enough students to run the program at ECCS, Holy Family, OICS, Pope Francis, Sacred Heart, St. Jerome and St. Joseph. We are still needing to secure staff in some schools to ensure the program can move forward.

#### **6. Update of Tutors in the Classroom**

Tutors in the classroom were hired to support all elementary school except ECCS and BBS. Unfortunately, they were unable to find candidates to do the work. Most schools have employed two tutors who have supported our students since early May. A great deal of work went into creating intervention kits that included a wide variety of activities related to literacy and numeracy skill development. We are tracking who has received support and looking at how they have done with assessments to gauge efficacy of the work.

#### **7. AimsWeb Assessment Update**

We just completed our 3 rounds of AimsWeb+ assessments in all elementary schools. Every student from Grade 1 to 8 had an Oral Reading Fluency assessment completed. Students from grade 2 to 8 also completed a digital reading assessment that provides information about reading comprehension, vocabulary and silent reading fluency. Alongside the Oral Reading Fluency data, these assessments give us a really nice window into reading achievement in students. We also completed the early literacy screen on all K-Grade 2 students, as well as any grade 3-8 student who is reading at or below a grade 3 level. These screens have helped us identify at-risk students who need further assessment and/or intervention. We are looking forward to sharing results from this past year in early fall.

## 8. Digital Math Tools

The Ministry of Education provided all schools boards with funding to purchase digital math tools to support gap closing. As previously shared, we are using IXL for Grade 3-8, but reconsidering the need to use the program with students in Grade 2, if not grade 1. We are also using Math Seeds with Kindergarten to Gr. 2. Though the kids love the program, our ability to gather data from this tool is very limited when compared to what we receive from IXL. We continue to explore our options. It is important to note that boards have also received funding to support digital reading tools for the 2023-2024 school year. We will continue to fund Lexia using these funds.

## 9. New Special Assignment Teachers 2023-2024

We are pleased to share that in addition to Catherine and Katie in Special Education, Megan Beyer will continue in her role support elementary curriculum, Todd Bosak will continue in his role with technology, Lisa Romanowski has been hired to support secondary and transition to secondary and Cristina Corbett has been hired to support Catholic education and experiential learning. We look forward to having a few new team members.

## 10. Agency Reports

### The Lords Kitchen

The organization will be closed for Thursday dinner service from July 20 – Aug 10. Breakfast service will still take place on Friday mornings from 7am-8:30am.

### North Eastern Ontario Family and Children's Services

#### **Bursary Awards Program**

Through the Bursary Awards Program, the [North Eastern Ontario Children's Foundation](#) awards bursaries and endowments to deserving youth that are currently receiving or have previously received services from North Eastern Ontario Family and Children's Services.

The program provides much-deserved recognition, fosters confidence, and assists youth in pursuing their goals, in most cases, through post-secondary education or training.

This year, the newly created Human Services Community Bursary was added to the Bursary Awards Program and is open to the general public. This bursary offers educational support to youth from Cochrane-Timiskaming who are pursuing post-secondary education in the human services field. Check out the full details about the bursary below, including the application form.

For questions and information, or if you require the application in a different format, please contact [foundation@neofacs.org](mailto:foundation@neofacs.org).

#### **What is One Stop Talk?**

[One Stop Talk](#) offers children, youth, and their families immediate access to free mental health supports when and how they need them. The program provides single-session counselling support and ensures direct referral to additional services when needed. Services are provided through an integrated network of infant, child and youth mental health agencies across Ontario.

You will receive:

- Counselling from experienced clinicians from across the province
- In the moment access to counselling, no appointment needed
- Access to One Stop Talk after hours and on weekends
- A plan you to take with you after the session that you co-create
- Direct connection to services in your community within the same visit, as needed
- The opportunity to self-select service when it's right for you

Who can contact One Stop Talk?

- Children and Youth **within 18 years of age**
- Parents and caregivers of children and youth within 18 years of age

To connect with a clinician: Visit [onestoptalk.ca](https://onestoptalk.ca) or call 1 855-416-8255/TALK.  
Hours Monday to Friday from 12pm to 8pm, Saturdays from 12pm- 4pm  
No appointment or referral required, Free Service

**11. Date of Next Meeting – September 20, 2023**

**12. Adjournment**

MOVED BY: S.Skalecki  
THAT the meeting be adjourned at 12:38 p.m.  
CARRIED