

Special Education Advisory Committee Meeting

Wednesday, May 22, 2024

11:45 p.m. Northeastern Catholic District School Board

MINUTES

PRESENT: Kristine Arthur, Kunuwanimano Child and Family Services
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Tara Ruel, Timmins Learning Centre
Sabrina Belanger, Cochrane Temiskaming Resource Centre
Ashley Rains, Community Living
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Julia Spadetto-Forward, School Principal St. Jerome School
Lisa Lamarche, Behavior & Autism Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Billie Richer, VOICE for Deaf and Hard of Hearing Children
Shannon Costello, The Cochrane District Social Services Administration Board
Melanie Hannah, Misiway Milopemahtesewin Community Health Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services
Mackenzie Carrier, YMCA
Ryley Reis, Canadian Mental Health Association
Amber Smith-Come, School Principal St. Anne School
Kim McEntee, Mental Health Supervisor

1. Welcome, Prayer and Territorial Acknowledgment

Colleen welcomed everyone and led the group in prayer and territorial acknowledgement.

2. Approval of Agenda

MOVED BY: Kristine Arthur

BY: Stan Skalecki SECONDED

THAT the agenda be approved as presented

CARRIED.

3. Approval of the Minutes

MOVED BY: Sabrina Belanger

BY: Kristine Arthur SECONDED

THAT the minutes be approved as presented

CARRIED.

4. Special Education Plan

Daphne provided an update regarding the Special Education Plan that is to be sent to the Ministry of Education by July 31st of each year. It has been brought to our attention that a full revision of the plan is only required every 2 years, however, the plan is to be reviewed and updated as needed annually. As a result of this new information, it has been decided that we will only do the review to update the data in the plan and provide an update for each of the action items. A full revision will take place during the 2024-2025 school year. If members have any suggestions regarding the revision process for next year, please be sure to send Daphne, Katie and Catherine an email. The intention is to work on the plan over the school year.

5. Special Education Funding Model 2024-2025

Daphne shared parts of a Ministry of Education PowerPoint on the new funding model for education. Most of the presentation focused on the way that special education funding has been changed. There are new processes for SEA equipment, with most equipment being purchased through funding that has already been provided to the board for the next school year. They are also working on a new process for the Special Incidence Portion (SIP), so have provided all boards with an allotment for next year. Both of these pockets of money have resulted in increased funding to the board. We have also seen a couple of project funding allocations make their way into core funding – namely the Professional Assessment and Early Math Intervention supports for students with Special Education Needs. The PowerPoint has been shared with members of SEAC and includes the allocations for the NCDSB.

6. EA Allocation Process

Daphne explained that we have modified the EA Allocation Process for the 2024-2025 school year a little to help schools identify the specific needs of students more easily. A Student Independence Rubric has been shared that covers the areas of Health/Medical, Adaptive Function, Communication and Behaviour/Safety. School principals will work with the special education teams to complete a rubric for all students identified with high needs. This process will not capture students with LDs or MIDs. Further discussion about what, if anything, we will be able to do for these students will continue. We are obligated to have a minimum of 45.5 EAs based on the CUPE Collective Agreement. The Student Independence Rubric is found on pages 3 & 4 of the meeting minutes.

7. Agency Reports

Timmins Learning Centre

The Timmins Learning Center will be moving to a new location, the Timmins Public Library, in September.

8. Date of Next Meeting: May 22, 2024, at 11:45 a.m.

9. Other Business:

10. Adjournment

Moved By: Stan Skalecki

That the meeting be adjourned at 12:22 p.m.

CARRIED



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

STUDENT SERVICES

Student Independence Rubric

Student's Name: _____ IPRC Identification: _____ Grade in September: _____

Student has: IEP-Acc Only IEP-Modified IEP-Alternative Health Plan Behaviour Support Plan Behaviour Safety Plan

*Review each of the criteria in each section and determine the most consistent level for each criterion for which you have evidence;
only reference areas required for the student not yet fully independent.
Level 1 is lowest support needed; level 4 is maximum support.*

HEALTH / MEDICAL

	N/A	High level of independence			> Low level of independence
		Level 1	Level 2	Level 3	Level 4
Lifting / Transferring / Positioning	N/A	N/A	N/A	some independence; able to transfer and position themselves with the assistance of one adult	limited independence; significant assistance required; two adults required to lift and transfer
Seizures	no history of seizures	rarely	monthly-less than 4 per month	weekly- 5 or more per week	daily- one or more

ADAPTIVE FUNCTIONING

	N/A	High level of independence			> Low level of independence
		Level 1	Level 2	Level 3	Level 4
Toileting	completely independent; toilets independently; independently accesses visual support systems or other strategies	high degree of independence; requires minimal adult prompting; verbal and/or gestural assistance/ prompts	considerable independence; requires adult prompting and occasional assistance to toilet, clean and change (if required); verbal and/or gestural assistance/ prompts	some independence / some assistance; one adult required to toilet, clean and change; partial physical assistance	limited independence / significant assistance; two adults required to lift, toilet, clean, and change; full physical assistance
Feeding	completely independent; independently feeds/eats	high degree of independence; Independently feeds/eats; independently accesses visual support systems or other strategies	considerable independence; feeds independently with some occasional adult prompting; verbal and/or gestural assistance/ prompts /monitoring (ie. choking)	some independence / some assistance; requires hand-over-hand assistance and/or adult prompting when feeding; partial physical assistance	limited independence / significant assistance; fully dependent on adult for all feeding and drinking; nursing support for G-Tube feeding, bolus hydration; full physical assistance
Mobility	no physical or mobility needs	high degree of independence; independently mobile; able to maneuver wheelchair/ walker; able to navigate independently in familiar and unfamiliar environments	considerable independence; mobility independent with some monitoring	some independence / some assistance; requires support to ensure safe access/pathways; developing some independence with mobility with some supervision	limited independence / significant assistance; fully dependent for all mobility
Dressing	no assistance required	high degree of independence; independently dresses; may require adult prompting to select clothing; independently accesses visual support systems or other strategies	considerable independence; requires adult prompting with some hand-over-hand assistance to dress; verbal and/or gestural assistance	some independence / some assistance; requires hand-over-hand assistance and adult assistance for dressing; partial physical assistance	limited independence / significant assistance; fully dependent on adult for dressing; full physical assistance



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

STUDENT SERVICES

Student Independence Rubric

COMMUNICATION

		High level of independence			> Low level of independence
	N/A	Level 1	Level 2	Level 3	Level 4
Communication: <i>communication could include: sign language; braille; other augmentative or alternative communication systems; visuals; verbal</i>	no communication needs	use of communication system to comment and engage in conversation; engages in spontaneous, reciprocal, relevant conversations; independently initiates conversations	learning to use communication system to express personal needs and wants; with prompting, can engage in some reciprocal conversation, though not necessarily spontaneous; engages in scripted conversations; often converses about topics of interest	communication skills are developing; learning to use communication system to label and request with single words	non-verbal / minimally verbal; full physical prompts in the introduction of a communication system

BEHAVIOUR / SAFETY

		High level of independence			> Low level of independence
	N/A	Level 1	Level 2	Level 3	Level 4
Self-Injurious <i>exhibits behaviours such as, but not limited to: unaware of danger, picking/scratching skin, hitting self, pulling own hair, banging head, hitting fists into objects, throwing self onto floor or onto objects</i>	no self-injurious behaviour	behaviour rarely impacts on the safety of self; 2-3 times per month	behaviour seldom impacts on the safety of self; occurs weekly	behaviour usually impacts on the safety of self; occurs a couple of times each week	behaviour almost always impacts on the safety of self; occurs 1 or more times daily
Injurious to Others	no behaviour exhibited	behaviour rarely impacts on the safety of others; occurs 2-3 times per month; independently accesses visual support systems / cues or other strategies to ensure safety	behaviour seldom impacts on the safety of others; occurs weekly ; requires verbal and gestural prompts for redirection	behaviour usually impacts on the safety of others; occurs a couple of times each week; pervasive behaviours of an escalated intensity requiring BMS Containment	behaviour almost always impacts on the safety of others; occurs daily; pervasive and prolonged behaviours of extreme intensity requiring safe intervention protocols, BMS Containment
Self-Regulation	able to self-regulate	independently accesses visual prompts and/or uses learned strategies to regulate; rarely needs to de-escalate, re-establish rapport and/or to re-engage in learning task	requires verbal and/or gestural prompts to regulate; need to de-escalate, establish composure, re-establish rapport and/or re-engage in learning task; occurs weekly	requires more frequent verbal and/or gestural prompts to regulate in the classroom; need to de-escalate, establish composure, re-establish rapport and/or re-engage in learning task up to a few times a week	requires intensive, ongoing support and monitoring to self -regulate in an alternate environment; significant time is needed to de-escalate, to establish composure, to establish rapport and/or re-engage in learning task; occurs 1 or more times daily
Flight Risk (elopement of supervised areas)	demonstrates no flight risk	rarely wanders or runs outside of supervised area; less than 1 time per month; usually remains in the school.	seldom wanders / runs outside of supervised area; up to 4 times per month; will sometimes leave the school but remain in the yard	occasionally wanders / runs outside of supervised area; more than 1 time per week; may leave the school yard.	frequently wanders / runs outside of supervised area; daily; often leaves the school yard.

Other Information: