

Special Education Advisory Committee Meeting

Wednesday, January 19, 2022

11:45 p.m.

Northeastern Catholic District School Board

WebEx

MINUTES

PRESENT: Joel McCartney, Cochrane Temiskaming Resource Centre / Chair
Ellen Renaud, North Eastern Ontario Family and Children's Services/Vice Chair
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Mackenzie Carrier, YMCA Childcare Supervisor
Sarah McSheffrey, Cochrane Temiskaming Children's Treatment Centre
Heather Demers, The Lord's Kitchen
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Kim McEntee, Supervisor of Mental Health
Lisa Lamarche, Behavior & Autism Specialist
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Stephanie Fisher, Timmins Native Friendship Centre

1. Welcome and Prayer

Joel welcomed everyone and led the group in prayer.
He also welcomed the members of SEAC, Colleen and Sarah.

2. Approval of Agenda

MOVED BY: S. Skalecki

BY: B. Richer SECONDED

THAT the agenda be approved as presented. CARRIED.

3. Approval of Minutes

MOVED BY: B. Richer

BY: S. Skalecki SECONDED

THAT the minutes of December 15 , 2021 be approved as presented. CARRIED.

4. Program/Policy Memorandum 81

Presented by Daphne Brumwell

Daphne has attached a number of documents related to *Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings*. Specifically, there is much conversation in the field related to Speech and Language Services. It seems that there is the impression that SLP services are not meeting the needs of families under the current model. It is our understanding that the current model has funding being flowed to agencies that are not directly attached to school boards. It appears as though there is a will in the province to reconsider this, allowing the Ministry of Education to supply funding directly to school boards. The letter from the **Association of Chief Speech-Language Pathologists of Ontario District School Boards** would suggest that this is the direction they feel will best meet the needs of families.

Daphne will draft a letter and present it to the committee for review, approval and distribution. See pages 5-9 in the minutes for documents related to *Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings*.

5. Non-Identified IEPs in Term 2

Presented by Daphne Brumwell

Daphne shared a document that was created to support schools in the decision to provide a student with a non-identified IEP in term 2. It has been our practice for some time to use a 2-year gap in reading as a benchmark for putting an IEP in place for a student who is not formally identified by the IPRC. A gap this large would generally require modifications to the language curriculum expectations, and accommodations in many other subject areas. Given the pandemic and the impact that the various pivots and the number of days that most children have been sick is having on students, we are recommending that we avoid putting a non-identified IEP in place for students in grade 2 and under. The reason for this is that we expect that a large number of students in these grades may be demonstrating a gap in learning that exceeds two years. It is not very helpful to have a class full of non-identified IEPs. Instead, we will be working with staff to develop strategies to support Tier 1 intervention at the classroom level. For students in Grade 3 and up, we have asked schools to review the questions Daphne attached to this agenda before making a decision about creating a non-identified IEP. In instances where it is felt that the gap is due primarily to the pandemic, schools may choose to hold off. That being said, students who are required to write EQAO in grade 3 or 6 will require an IEP in order to access the required accommodations when writing the assessment. Ultimately, the decision to put a student on a non-identified IEP will rest with the school. These guidelines are in place to support the conversation at the school level. See pages 10-12 in the minutes for related documents.

6. Alternative Curriculum Update

Presented by Katie Mundle

The NCDSB Alternative Curriculum is a board-created resource that supports students in acquiring the knowledge and skills that are not represented in the regular Ontario Curriculum. Currently, we have 26 students accessing Alternative Programming.

NCDSB's Alternative Curriculum is organized into 10 units:

1. Language
2. Math
3. Science and Technology
4. Motor Skills
5. Communication
6. Life Skills
7. Personal Growth
8. Community Life
9. World of Work
10. Student as a Learner

When creating Alternative IEP goals for students, priority is placed on the most critical units. Each of these 10 units is divided into Pathways A through F. Pathway A is the most basic and the expectations become more complex as you advance through the pathways.

The alternative programming expectations that students are working towards are listed in their IEP. Progress and Achievement is reported to parents through anecdotal comments noted in progress reports and report cards. When an alternative report card is used, it also accompanies the Elementary Progress Report or Provincial Report card at regular reporting times.

Alternative Curriculum Updates:

Both of our Alternative Reporting tools (Progress and Report Card) now include a Learning Skills and Work Habits section. The Classroom teacher comments on the student's strengths and areas of improvement in at least 3 areas (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).

For the Alternative Progress Report Card, the teacher now provides a general comment on the child's progress to date which includes Key Learning, Growth in Learning and Next Steps in Learning, which was modeled after the FDK Progress Report. There are no levels assigned to the expectations at this point in reporting.

For the Alternative Report Card, we have made a few cosmetic changes to the template, but it remains very similar content-wise.

We have included additional information on Alternative Programming to parents within the document and we now include the Pathway of each expectation that the child has been working towards. See pages 13-14

In the minutes for documents related to the Alternative Curriculum.

7. Supporting Student Achievement February to June

Presented by Daphne Brumwell

One of the strategies that we have been using in the past to support intervention related to gap closing has been to hire post-secondary students to serve as tutors in the classroom. We would usually put this in place once they are done their term in April, but with so many students working from home, we are hoping to put this in place over the next few weeks. It is our understanding that we have students who would have time to put a few hours a week in to support our students. More to come about this at future meetings.

8. Agency Reports

Voice

The annual voice conference will be taking place on May 7 & 8, 2022. The conference will be held virtually due to the COVID 19 pandemic.

The Lords Kitchen

Takeout style is continuing with service on Thursdays from 4:00pm-5:30pm and Fridays for breakfast from 7:00am-8:30am. The takeout style has been working well with the limited volunteers and the state of the pandemic.

North Eastern Ontario Family and Children's Services

The mental health agency continues to offer services virtually and in person at this time. The agency is closed to walk-ins but is open for appointments. Services are being provided as the clients requires them while maintaining safety protocols for staff and clients during the pandemic.

Cochrane Temiskaming Resource Centre

Speech and language services are continuing virtually until the pandemic safety protocols are lifted. Psychological assessments for development disabilities are conducted in person when possible and being arranged in the local community offices.

Cochrane Temiskaming Children's Treatment Centre

Services are continuing to be offered via a virtual first model and in person for time sensitive services when necessary. In person services will resume once the pandemic safety protocols are eased.

9. **Date of Next Meeting** – February 23, 2022 at 11:45 via WEBEX

10. **Other Business** – N/A

11. **Adjournment**

MOVED BY: S.Skalecki

THAT the meeting be adjourned at 12:55 p.m.

CARRIED



Association of Chief Speech-Language
Pathologists of Ontario District School Boards

Position Paper by the Association of Chief Speech-Language Pathologists of Ontario District School Boards (ACSLP) December 2021.

The Association of Chief Speech-Language Pathologists of Ontario District School Boards has been consistent in its position and advocacy efforts regarding [PPM81](#), the tri-ministerial policy which resulted in a fragmentation of speech and language services for school-age children in 1984. The ACSLP supports a tiered model of service delivery which includes the unification of speech and language services delivered by school board employed speech-language pathologists working within the [Learning for All](#) (Ministry of Education, 2013) framework. Since the inception of PPM81, and in response to consumer dissatisfaction, several provincial governments have commissioned reviews of speech and language service delivery ([Deloitte](#), 2010; [Malatest](#), 2012; [Integrated Rehabilitation](#), 2016). Each review resulted in recommendations for increased efficiencies aligned with ACSLP values regarding speech and language services for school-age children. Most recently, the Ministry of Education, Ministry of Children, Community and Social Services and Ministry of Health announced a review of PPM81 indicating "...the delineation between speech and language services as a service delivery challenge that is not aligned with best practice" (October 29, 2021). The ACSLP position and rationale is provided as a response to the current government's review of PPM81.

ACSLP Position - A full range of high quality, evidence-based speech AND language services for school-aged children should be delivered in schools, by Speech-Language Pathologists (SLPs) under the direction of the District School Boards and the Ministry of Education.

School board SLPs offer services that are:

- **EQUITABLE and ACCESSIBLE** - All students attend school. Schools are accessible for families from diverse linguistic, cultural and socioeconomic backgrounds, including those who have been unable to access community services due to barriers such as eligibility requirements, geography, cultural/linguistic differences, physician referral or residency status.
- **CHILD and FAMILY-CENTRED** - Families yearn to be partners in their children's learning and development. School board SLPs work closely with families to learn about their children, set goals for school and community participation and promote well-being and achievement.
- **RESPONSIVE** - Evidence-informed instruction and intervention approaches are used in response to the strengths, needs and affinities of individual students, as well as the needs of the school community.
- **INTEGRATED** - Services within the authentic learning environment of the classroom address student specific goals in multiple developmental areas and are integrated with curricular objectives to promote inclusion and participation.
- **COLLABORATIVE** - Services are provided in partnership with teachers (classroom and special education), early childhood educators and other professionals (e.g., psychologists, behaviour analysts, social workers, child and youth counsellors). They are based on deep reciprocal,

interprofessional relationships and common foundational understanding of the learner and the culture of schools.

- **COMPREHENSIVE** - School board SLPs support prevention, early identification and intervention through a wide range of tiered services, including classroom-embedded, whole-class “good for all” supports, individual and/or group interventions, and capacity building for families and staff.
- **SEAMLESS** – A seamless transition to school services at school entry minimizes the need for further transitions among service providers and facilitates supported transitions from grade to grade or school to school. An SLP record that is coherent with the IEP follows the student along the journey.
- **ACCOUNTABILITY and ALIGNMENT** - School board SLPs are accountable to their respective boards for the delivery of services and programs for students with speech, language and/or complex communication difficulties. Boards offer services that respond to the needs of their families and communities. Services are coherent with strategic priorities, improvement planning processes and effectiveness frameworks.

ACSLP recommends that funding and oversight for unified delivery of speech and language services be consolidated under the Ministry of Education and the District School Boards.

From: Ministry of Education (EDU) <MinistryofEducation@ontario.ca>

Sent: October 29, 2021 1:30 PM

To: Ministry of Education (EDU) <MinistryofEducation@ontario.ca>

Subject: Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations | Note Politique/Programmes no 81, Services auxiliaires de santé offerts en milieu scolaire pour 2021 2022 – Nouvelles attentes

Memorandum to: Directors of Education
Secretary/Treasurers of School Authorities
Principals of Provincial and Demonstration Schools
Chief Executive Officers and Executive Directors of Children's Treatment Centres
Chief Executives of Home and Community Care Support Services, Ontario Health and the Children's Hospital of Eastern Ontario

From: Nancy Naylor
Deputy Minister of Education

Dr. Catherine Zahn
Deputy Minister of Health

Denise Cole
Deputy Minister of Children, Community and Social Services

Subject: *Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations*

The ministries of Education (EDU), Children, Community and Social Services (MCCSS) and Health (MOH) are working together to support students that require health and rehabilitation services (speech and language therapy, occupational therapy and physiotherapy) to be successful in school. We are writing to inform you that we are undertaking a joint review of Policy/Program Memorandum No. 81 (PPM 81), *Provision of Health Support Services in School Settings in 2021-22*. Further details about consultations with key partners and how school boards/authorities, Children's Treatment Centres (CTCs) and Home and Community Care Support Services (the business name of the Local Health Integration Networks as of April 1, 2021), and other school health professional services delivery partners can contribute to the review will be forthcoming.

Some of the key objectives of the review are:

- Strengthening evidence-based practices;
- Improving access to health and rehabilitation services in schools; and
- Clarifying roles and responsibilities to address gaps in services.

The ministries will be in touch in the very near future to provide more details.

Pending the review, we are writing with some immediate updates to clarify the delivery of health and rehabilitation services in Ontario's publicly funded schools.

Streamlining Access to Rehabilitation Services

As of January 1, 2019, responsibility for the School-Based Rehabilitation Services (SBRS) program was transferred from the Local Health Integration Networks under the Ministry of Health to CTCs funded by MCCSS. This transfer allowed for school-based services to be better aligned and coordinated with community rehabilitation services – such as preschool and school-age services – and is a step toward more streamlined services for children and families. For greater clarity, rehabilitation services in publicly funded schools previously assigned to MOH (*as per memo sent August 31, 2018 - Transfer of Contracts for School-Based Rehabilitation Services from Local Health Integration Networks to Children's Treatment Centres*) under PPM 81 are the responsibility of MCCSS and their providers should continue to be welcomed into schools as laid out in the PPM.

Beginning January 2020 and in accordance with the terms of their transfer payment agreements with MCCSS, CTCs can adjust their service delivery models to offer services during summer and school breaks, and provide group and classroom interventions where appropriate, to best meet local needs. School boards are encouraged to work with CTC partners to implement changes to support the rehabilitation needs of students and their families.

Unified Speech and Language Services

School boards and children's rehabilitation service providers have identified the delineation between speech and language services as a service delivery challenge that is not aligned with best practices. The ministries understand that many local communities have already adopted a unified approach to providing speech and language pathology. The government is supportive of these local arrangements and encourages the community to adopt a unified approach when it will best serve students and reduce duplication.

In-School Delivery of Services

Although the public health situation resulting from COVID-19 continues to evolve, we remain committed to supporting students' access to the supports that they need to access learning. It continues to be the Ministry of Education's expectation that school boards work with their local partners to facilitate access to schools by service providers, including those providing school health professional services and CTCs and their delivery partners, as appropriate so that students learning in-person can receive access

to support services. Remote delivery of services should only be considered for students learning in person as a last resort.

Please also note that school boards are expected to work with their local CTCs and with Home and Community Care Support Services, CHEO (providing pediatric home care services in the Champlain region) and other delivery partners to facilitate access to health and rehabilitation services for students enrolled in remote learning.

Thank you for your partnership as we work together to jointly support students who require these vital services.

Nancy Naylor
Deputy Minister
Ministry of Education
Children, Community and Social Services

Dr. Catherine Zahn
Deputy Minister
Ministry of Health

Denise Cole
Deputy Minister
Ministry of

- c: Supervisory Officers (Special Education)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
Executive Director, Council of Ontario Directors of Education (CODE)
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Educational Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)
Chair, Minister's Advisory Council on Special Education
Chief Executive Officer, Empowered Kids Ontario

Reflective Questions: Creation of an Non-identified IEP for Term 2 January 2022

An Individual Education Plan **identifies the student's specific learning expectations** and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies - Ministry of Education, 2018

Reason for Developing an IEP

An IEP is developed for a student for one of the following reasons:

- An IEP must be developed for every student who has been identified as an “exceptional pupil” by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98.
- An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed by the board to require a special education program or services in order to attend school or to achieve curriculum expectations and/or to demonstrate learning.
- Educators should be aware that:
 - 1. in order to receive accommodations during Education Quality and Accountability Office (EQAO) assessments, a student must have an IEP that identifies the accommodations required;
 - 2. if a Special Equipment Amount (SEA) and/or Special Incidence Portion (SIP) funding application is being made to the Ministry of Education for a student, a student must have an IEP, as supporting documentation, that identifies the accommodations required.

Recommendations for Students in Grade 2 and Under

We are currently recommending that we DO NOT put a non-identified IEP in place for students in grade 2 or under, even if they are demonstrating skills that are 2 or more years below grade level in reading or math. We recognize that there are many, many students who would be well below grade level, but this is likely due largely to the instructional gaps created during the pandemic. What we would like to do is ensure that we have a specific plan to provide at least Tier 1 intervention strategies (classroom based) to the student. For those who have the greatest gaps, schools are encouraged to consider how Tier 2 supports (RT involvement) might be provided.

This decision does mean that more students might receive an “R” on both the first and second term report cards. Teachers need to be okay with this. It is important that parents are fully

aware of the academic deficits that their child is demonstrating. It does not help anyone when we are reluctant to be overt about this. As always, students must be evaluated against the grade level curriculum expectations. Caution must be used to ensure that we are not evaluating students against each other rather than the curriculum, as this often lowers the expectation we are required to use as the benchmark. Report card comments should include the strategies or interventions that teachers are expecting to implement over term 2. Though we can encourage parents to play a role in supporting their child, we can't expect parent support to be the only strategy we have to help close student learning gaps.

It is going to be incredibly important that we have comprehensive and timely assessment information so that we can be sure that we are using the skills students do have to support the development of the skills they are missing. We need to look at this from an **asset-based lens**. In reading, Lexia has an incredibly amount of information that can be used to pinpoint exactly what skills are needed. This would be in addition to the information gathered through BAS, as well as the BAT. Any support you might require to use this information to plan for student instruction can be accessed through our SATs. Our school Resource Teachers are also EXCELLENT resource people, particularly as it relates to reading intervention strategies. Please do not hesitate to reach out for assistance as needed.

Recommendations for Students in Grade 3 and Up

As a result of the Covid Pandemic, many students are working at a level significantly below what is expected based on their grade. As we begin to think about the start of term 2, it is important that we consider how we will attempt to address the needs of this group of struggling students. Many Resource Teachers and classroom teachers are wondering if additional IEPs should be created in order to provide accommodations and/or modifications for these students.

Before jumping to an IEP, please consider the following:

1. Is there sufficient data that indicates a sizable gap? It is important to make sure that we are using more than a single source of information, and that the data that we are referencing is current and reliable. Does the student's work also reflect academic difficulty? Can we identify with precision the area that needs to be targeted? If the student is struggling with reading, is the area of concern phonetic based, sight words, or comprehension? Is the comprehension difficulty at the text level or beyond the text. If the student was to be placed on an IEP, are we confident that we can target with precision?
2. Was this gap already present before Covid? It is important to differentiate between the students that were struggling prior to Covid with the students that are behind due to online learning/school closures. If a student is behind due to the pandemic then these students should be given additional support and time to close the gap before considering putting a non-identified IEP in place.

3. Do we have a plan for this student to help close the learning gap? What do we know about the student's situation, and learning profile? What resources are available within the school (material resources as well as staff)? Is there an opportunity for an EA, or RT to work with the student? What has Tier 1 support from the classroom teacher looked like to date?
4. Is the student's academic difficulty a result of behavioural difficulties or inattention? If so, what can be done to address these areas? Is a BSP needed? Has a school based team meeting occurred? Would a reward system be helpful? Is the CYW involved? What is the function of the behaviour? What tier 1 strategies have been consistently implemented?
5. Has the child been attending school regularly while schools are open? Has the child been an active participant in online schooling during the two spring shutdowns (Spring 2020 and Spring 2021)? Even though a child may be attending online, have they been completing work and participating in discussions and activities?
6. Has the student had an opportunity to participate in intervention during school both in person and during online learning? It is important that a student has an opportunity to receive intervention before we explore having them placed on an IEP with modifications. If intervention has been provided, has it been thorough, precise and consistent? To what degree was it effective?
7. Are there other factors that might be influencing a student's academic progress? Some things to consider are: mental health, substance use, family situation, relationships with peers, school staff, physical health etc. These situations can negatively affect a child's learning, and need to be addressed through other referrals and agency support.

Once you have considered the questions posed above, you will then need to make a decision about whether or not to put a non-identified IEP in place for students in Grades 3 and up. For those students who will need to complete EQAO in grade 3, 6, 9 or 10, we will need to be sure to address the requirement to have an IEP in order to access specific accommodations.

The final decision to put a non-identified IEP in place for a student rests at the school level. We are always happy to discuss things with you, but you do not need our permission to make this decision. We would simply ask that you are doing so for the right reasons.



SUPPORTING YOUR CHILD

- Be informed! Learn about your child's learning and thinking differences.
- Build relationships! Get to know the people that support your child.
- Ask questions! Don't be afraid to ask for clarification or share your concerns.



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

383 Birch Street North, Timmins, P4N 6E8

VISIT US!

<https://www.ncdsb.on.ca/>



ALTERNATIVE PROGRAMMING

A GUIDE FOR PARENTS



Northeastern
Catholic District
SCHOOL BOARD

THE ALTERNATIVE CURRICULUM

The Alternative Curriculum places the learner at the heart of all programming decisions.

Students that access Alternative Programming have learning needs that require learning expectations different from those listed in the Ontario Curriculum.

Alternative programming enables learners to develop the skills needed to reach their full potential.

It is important to attend IPRC meetings and school events like parent teacher conferences.

You are always welcome to contact the school and request a meeting to receive an update on your child's progress, discuss any concerns and provide input about your child's programming.

NCDSB's Alternative Curriculum has been organized into 10 units:

- Language
- Math
- Science and Technology
- Motor Skills
- Communication
- Life Skills
- Personal Growth
- Community Life
- World of Work
- Student as a Learner

Specific units of focus are selected based on the individual needs of the student.



REPORTING

The Alternative Programming Report Card highlights the Alternative Expectations that have been a focus for the student, as well as a level to which that Expectation was achieved. For example:

A - Achieved

PW - Progressing Well

P- Progressing

PS - Progressing Slowly

The Alternative Report Card describes the student's development in specific areas and outlines next steps.