

# Special Education Advisory Committee Meeting

Wednesday, January 20, 2021

11:45 p.m.

Northeastern Catholic District School Board

WebEx

## MINUTES

**PRESENT:** Joel McCartney, Cochrane Temiskaming Resource Centre / Chair  
Billie Richer, VOICE for Deaf and Hard of Hearing Children  
Ellen Renaud, North Eastern Ontario Family and Children's Services  
Heather Demers, The Lord's Kitchen  
Mackenzie Carrier, Community Living Timmins  
Stan Skalecki, NCDSB Trustee  
Daphne Brumwell, Superintendent of Education  
Catherine Hoven, Special Assignment Teacher  
Katie Mundle, Special Assignment Teacher  
Lauri-Ann Loreto Neal Vice-Principal of O'Gorman High School  
Jean Ethier, Education Services Officer / Recorder

**EXCUSED:** Susan St. Denis, Cochrane Temiskaming Children's Treatment Centre  
Mark Lionello, Canadian Mental Health Association  
Ron MacInnis, NCDSB Trustee

### 1. Welcome and Prayer

Joel McCartney welcomed everyone and led the group in prayer.

### 2. Approval of Agenda

MOVED BY: S.Skalecki

BY: E.Renaud 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 November 18, 2020 be approved as presented. CARRIED.

#### 4. October 31<sup>st</sup> Data

Daphne shared the October 31<sup>st</sup> Special Education data for the board. In this report, you can see the comparison between the numbers for each school from December 2019 and November 2020. Generally speaking, most schools have seen an increase in the number of students receiving special education services. At the present time, 25.03% of our student population is receiving services, up from 22.4% last December. There has been a significant increase in the number of students with non-identified IEPs. This is not surprising given the gaps we are seeing as a result of the pandemic. We continue to see growth in ASD and multiple diagnoses. When reviewing the school data, it is important to keep in mind that very small numbers of students in the primary grades are formally identified, yet often have some of the highest needs. This is why you will see larger numbers of support staff in some schools when the % of students receiving services may appear low. Daphne also provided information about staffing in each school. EA support has been maintained or increased in nearly every school. At the beginning of the year we had borrowed some support staff to help the virtual school. As virtual students have slowly made their way back to in-school learning, we are seeing a need to shift some of these supports back to schools. As of February 1<sup>st</sup>, 1.5 borrowed positions will be returned to schools. Three of our students have also benefitted from 1-1 supports obtained through Jordan's Principle. This program has allowed for the costs of an EA to be fully reimbursed at the end of the school year. We have students at BBS, ECCS and in our virtual program who will benefit from this program this year. A detailed chart showing the special education needs of each school has been included in the minutes of the meeting.

#### 5. Presentation on Virtual Learning at the Secondary Level

Lauri-Ann, Vice-Principal of O'Gorman High School and was able to guide the committee members in a day of teaching and learning for members of the Virtual Learning School. The PowerPoint presentation has been included in the minutes of the meeting.

#### 6. SIP/SEA Allocations for 2019-2020 & 2020-2021

We recently received confirmation of funding pursuant to the finalization of the 2019-20 SEA claims-based review process. Thanks to the on-going work of Catherine, Katie and our support from Shelley McGee here at the board office, we will receive **\$63,828** for our expenses from last year.

Continuing in 2019-20, school boards had the opportunity to apply for Special Incidence Portion (SIP) funding for staff support to ensure the health and safety needs of both students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at school. We are pleased to share that pursuant to the finalization of the 2019-20 SIP claims review process, the Northeastern Catholic District School Board will be receiving a total SIP Allocation of **\$48,546** to help offset the costs of Educational Assistants. We continue to look for opportunities to maximize our access to these funds. Again, many thanks to Catherine, Katie and our school principals who are responsible for organizing and submitting these claims each year. The Ministry of Education has decided not to require boards to submit new SIP claims for the 2020-2021 year in an effort to reduce administrative burden. It is our understanding that we will receive the same allocation for this year, with a slight increase to account for any new needs that might exist. We will share more about this once we have confirmation.

#### 7. Agency Reports

##### Voice

A town hall for VOICE members is scheduled for February 2, 2021. The town hall will allow for the community to come together during the Covid 19 pandemic.

## **NEOFACS**

There has been an increase in services since children returned to school in September. More service providers have reached out to NEOFACS for additional options to support children. From March to September services were conducted virtually, some services have been restored to face-to-face base on clinical needs of the individual. Taking part in virtual services allowed for access to individuals and families outside or regular business hours and email correspondence.

Staff training has taken place via a \$10,000 Bell Let's Talk Grant. The clinicians are now trained in play therapy which will allow for assessments to take place via play.

NEOFACS is currently offering a Free Triple P Group in Timmins Starting on February 16<sup>th</sup>. The Triple P poster has been added to the minutes of the meeting. Below is an overview of the session details.

Given the COVID-19 restriction, NEOFACS is pleased to offer a FREE group for positive parenting online via Zoom! Enjoy the interactivity and peer support of a Triple P Parenting Group from the comfort of your home.

This Online Triple P 0-12 Group consist of 5 virtual online sessions followed by three personalized phone sessions to support your learning.

- **DATE:** February 16, 23, and March 2, 9, 16, 2021
- **TIME:** 6 to 8 pm
- **VENUE:** Virtual Zoom sessions using your own electronic device. Offered by North Eastern Ontario Family and Children's Services (NEOFACS)
- **PRESENTERS:** Joanne Lessard and Lynn Bellemare, Family Preservation Workers

8. **Date of Next Meeting** – February 24, 2021 at 11:45am via WebEx invite

9. **Other Business** – Vice-Chair nominations will be taking place at the Feb 24<sup>th</sup> meeting due to Kim Bordignon retirement.

### 10. **Adjournment**

MOVED BY: S. Skalecki

THAT the meeting be adjourned at 1:05 p.m.

CARRIED.

**D2L** | Brightspace



# *ONLINE LEARNING AT O'GORMAN HIGH SCHOOL*

# MODES OF STUDY

- \* VIRTUAL
- \* HYBRID MODEL
- \* E-LEARNING
- \* ACCESS
- \* INDEPENDENT LEARNING CENTRE (ILC through TVO)
- \* THROUGH CONSORTIUM SCHOOLS

# WHAT DO THESE MODES LOOK LIKE?

## VIRTUAL

- \* **Synchronous Learning Experience**
- \* In real-time, offered during specific periods based on timetable
  - \* Attendance is taken at the onset of each class.
  - \* All students learn online.
  - \* Involves teacher lead lessons
  - \* Class discussions
  - \* Whole class question periods
- \* One on one support during allotted work time
- \* Work is submitted online through the Brightspace classroom.

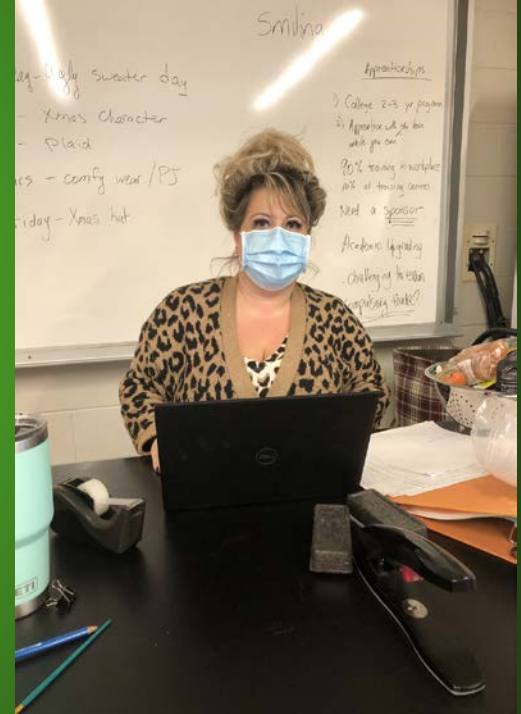
# OUR VIRTUAL TEACHERS

Mrs. Rena Buhler



Mrs. Amanda Maxwell

Mrs. Pamela Vir





# COURSES OFFERED THROUGH THE VIRTUAL MODEL

**Teacher: Mrs. Pamela Vincze**

## ***HRE40V - Grade 12 Open Religion***

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church.

**Teacher: Mrs. Rena Buhler**

## ***GLE10V/GLS 10V : Learning Strategies 1, Skills for Success in Secondary School***

This course focuses on learning strategies to help students become better, more independent learners.

**Teacher: Ms. Amanda Maxwell**

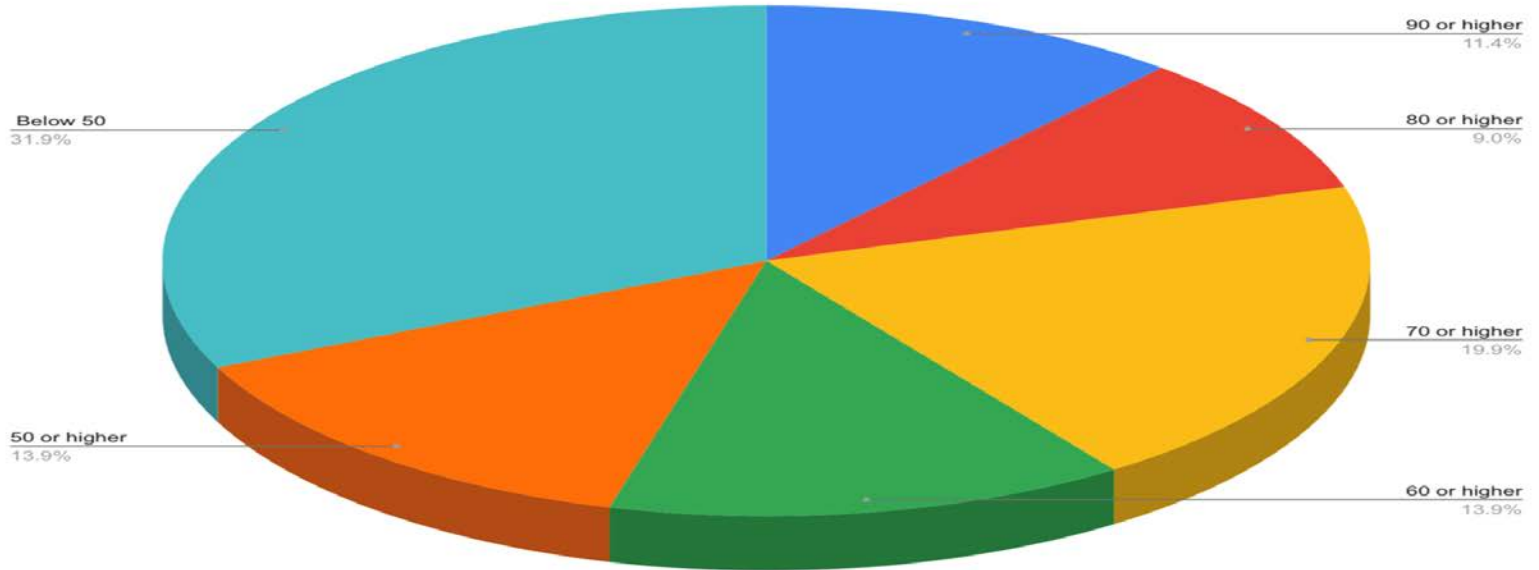
## ***ELS20V - Literacy Skills - Reading and Writing***

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate.



Achievement	Virtual						
90 or higher	5/44		11.40%				
80 or higher	4/44		9%				
70 or higher	9/44		20%				
60 or higher	6/44		14%				
50 or higher	6/44		14%				
Below 50	14/44		32%				

Online Learners : Virtual Model

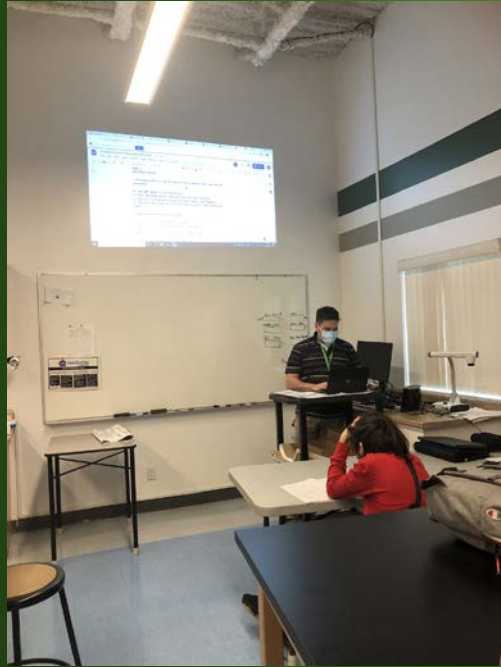


## ***HYBRID MODEL : LIVE-STREAMED CLASSES***

- \* Teachers deliver courses in the regular, in-school format.
  - \* Attendance is taken at the onset of each class.
- \* Lesson is live-streamed so online learners can follow along in real-time.
- \* Students can contribute to discussions and ask questions either orally or through a chat strand.
- \* Teachers provide support to online learners as needed.
- \* Work is submitted online through the Brightspace classroom.

# OUR HYBRID TEACHERS

Mr. Dan Loreto



Pierre Gauvin n



# COURSES OFFERED THROUGH THE HYBRID MODEL

**Teacher : Jamie Skinner**

## ***SNC1P Grade Nine Applied Science***

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations.

**Teacher: Dan Loreto**

## ***ENG 1L/2L/3E: English, Locally Developed and English, Workplace***

This course emphasizes the reintroduction of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life.

**Teacher: Jean-Pierre Gauvin**

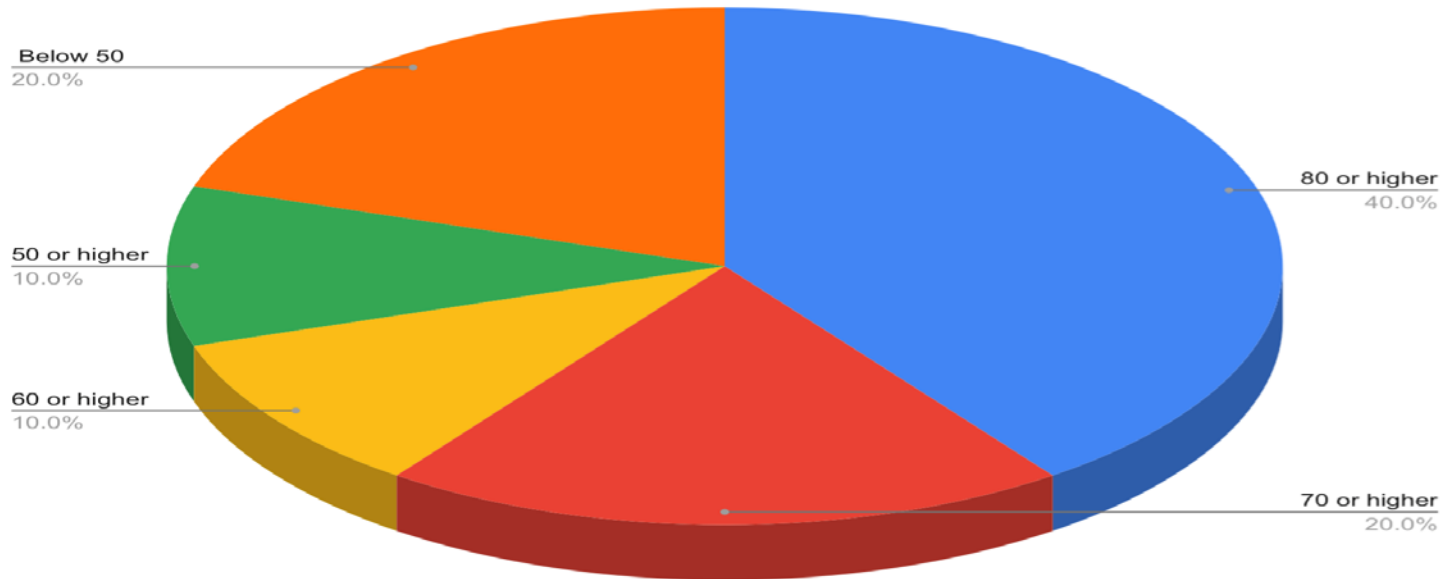
## **MAT1L/MAT2L (grades 9 & 10) Locally Developed Compulsory Credit Course, Mathematics**

## **MEL3E (grade 11) Locally Developed Compulsory Credit Course, Mathematics**

These courses emphasize the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the next level of study in Mathematics.

Achievement	Hybrid (10 students)	
90 or higher	0	
80 or higher	4/10	40%
70 or higher	2/10	20%
60 or higher	1/10	10%
50 or higher	1/10	10%
Below 50	2/10	20%

OHS ONLINE LEARNERS : Hybrid Format



# Virtual/ Hybrid STRUGGLES

Students elect to remain silent, not contributing to course activities or discussions - level of understanding and work completion becomes questionable

Persistent misunderstanding that “attending” synchronously is “enough”

Time consuming tasks above and beyond regular planning, instruction and assessment such as: additional documentation, repeated phone calls - many unsuccessful, virtual tech support and instruction, scheduled online meetings which students do not attend, repetition of instruction when students have walked away from their device, etc.

Some students have stopped submitting work after receiving their midterm marks.

Online stamina seems to be waning.

Students with weak learning skills struggle with this mode of instruction, especially when parents can't be there to refocus them

# Virtual/ Hybrid STRUGGLES

- \* Limitations to the available technology to make learning tools applicable to both groups at the same time, ie. using a video (Hybrid model)
- \* Students experience difficulty with written instructions on the e-hub even though it is in point form, step by step.
- \* Errors in work are not immediately caught as they would be when a teacher circulates the classroom to observe student work.
- \* Technology does not always work as planned; therefore, time is often lost to troubleshooting.
- \* Some online students struggle to remain engaged in course activities.

# SUCCESSSES

Improvements in the functionality of Brightspace with the possibility of breakout rooms has made small group instruction possible in a new way.

Finding and utilizing apps, create an opportunity for classroom sharing of ideas and provide options for creative and engaging lessons.

Continuous teacher learning with support from peer-colleagues

Co-creating success criteria for online work habits/ learning skills - A long process but worthwhile

Upgraded teaching space with dual monitors has improved course delivery and monitoring.

Ministry of Education materials lend well to online learning activities, making planning more manageable.



# SUCSESSES

Parents are uniquely involved in classroom activities.

Teachers can provide instant communication and feedback.

Students learn in real time and hear the lessons as they are delivered in the regular classroom.

Excellent response time from IT to solve technical difficulties.

## **E-LEARNING: Courses Provided Through ACCESS**

- \* Lessons and assessments are completed online, non-synchronously.
- \* Students are expected to sign in independently, on their own time.
- \* Attendance is taken weekly.
- \* Curriculum support is provided by the course teacher.
  - \* Additional support is provided by RT or SST.

# Our E-learning Teachers

Mr. Darrell Aide

Mrs. Laura Kelly

Mr. Mitchell Reid



# E-LEARNING COURSES offered through ACCESS

**Teacher: Laura Kelly**

***NBV3C: Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation***

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada.

***NBE3C: English: Contemporary Aboriginal Voices, Grade 11, College Preparation***

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers.

***HHD30A : Dynamics of Human Relationships, Grade 11 Open***

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships.

***ENG4CA : English, Grade 12, College Preparation***

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life.

***OLC40A : The Ontario Secondary School Literacy Course (OSSLC)***



# E-LEARNING COURSES offered through ACCESS

**Teacher: Mr. Mitchell Reid**

***BTA30A: Information and Communication Technology: The Digital Environment, Grade 11, Open***

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications.

***CLN4CA : Legal Studies, Grade 12 College Preparation CLN4C***

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life.

**Teacher: Mr. Darrell Aide**

***CHV20A: Civics and Citizenship, Grade 10, Open***

This course explores rights and responsibilities associated with being an active citizen in a democratic society.

***GLC20A : Career Studies, Grade 10 Open***

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning.

***SNC2PA: Grade 10 Applied Science***

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations.

# E - LEARNING STRUGGLES

- \* Ensuring student engagement when they are not responsible to “attend” at a specific time each day
- \* Students are only required to log in once a week for attendance purposes.
- \* Communicating with students who do not check email regularly - Voicemail is sometimes full or numbers are out of order or incorrect
- \* Asynchronous environment: more challenging to provide immediate feedback from teacher
- \* Some students don't have the skills, preferred learning style, self-direction, desire, or perseverance to learn in an e-learning environment, despite teachers' efforts to design engaging lessons.
- \* Students sometime submit poor quality work because they do not have to face the teacher and feel accountable for their lack of effort.
- \* Some students' technological skills are very poor. Many get stuck on basic things like how to download a document as a PDF file to upload in the course dropbox, despite repeated instruction. Recorded tutorials can sometimes help to solve this problem.

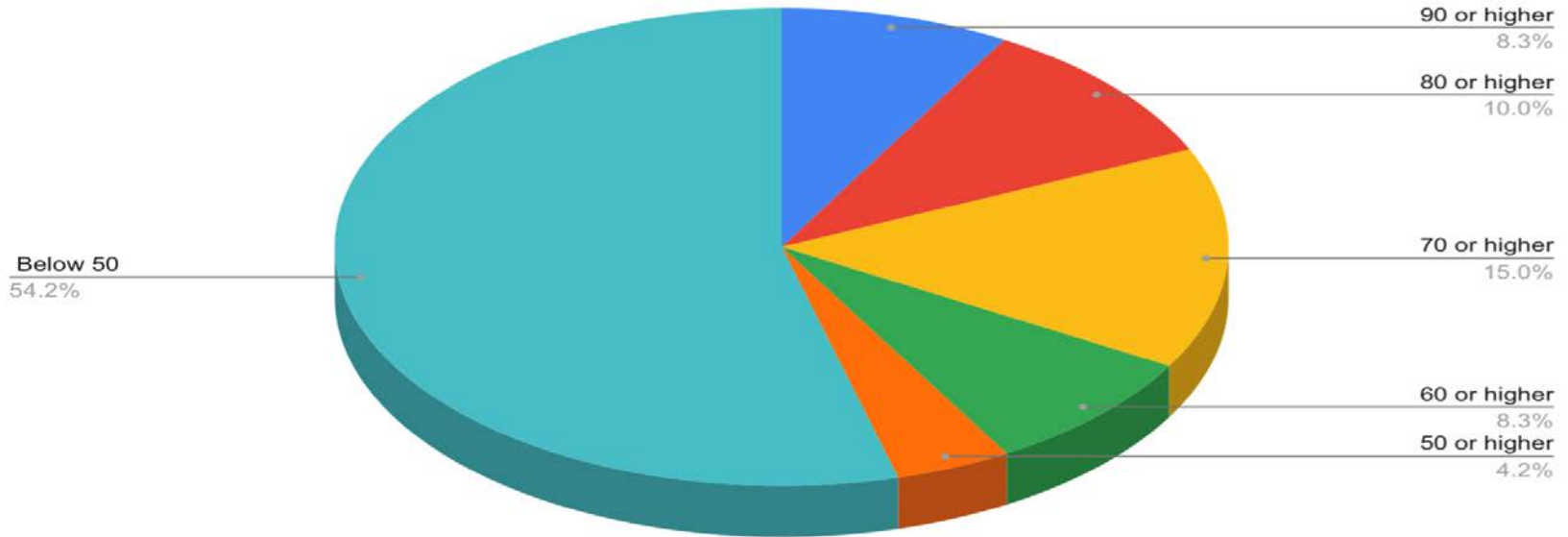


# E-LEARNING SUCCESSES

- \* Supportive team at ACCESS where everyone pulls together to best serve the needs of the most vulnerable students
- \*  *Screencastify*  has been adopted as an indispensable teaching tool that is used to provide tutorials, to clarify concepts or instructions, and to provide feedback.
- \* Teachers are employing many great features and tools that build rapport and create a positive class experience in Brightspace (i.e., awards, activity feed - mental health posts, Screencastify messages).
- \* Great teacher-student communication is possible right within the course.
- \* Teachers have created targeted, skill-based modules and lessons designed for students who have re-engaged late in the semester.
- \* **LEARNING SKILLS** in an e-learning environment are explicitly taught. These skills are crucial for 21st century learning and lifelong learning.

Achievement	ACCESS				
90 or higher	4/48		8.30%		
80 or higher	5/48		10%		
70 or higher	7/48		15%		
60 or higher	4/48		8.30%		
50 or higher	2/48		4.20%		
Below 50	26/48		54.20%		

OHS ONLINE LEARNERS : e-learning (ACCESS)





# Courses not provided by OHS/ NCDSB

## Independent Learning Centre run by TV Ontario:

- \* Completed online, non-synchronously
- \* Support of an OCT certified teacher (response time is up to 72 hours)
- \* Strictly independent
- \* Timelines and information provided by ILC to OHS SST teachers
- \* Support provided by OHS teachers to ensure success based on student requests

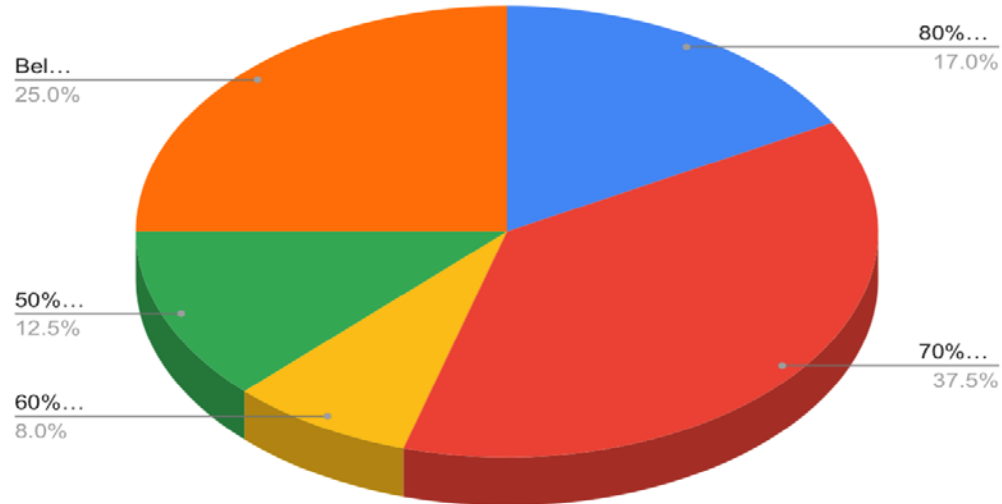
## Consortium: Out of board e-learning delivery.

- \* Similar to ACCESS but not NCDSB staff
- \* OHS SST support provided if needed
- \* Communication between teacher, Kelly Ann Marks, and Andrew Swartz and parent

# ONLINE LEARNERS FOLLOWING AN IEP : 8 students / 41

80% or higher	4/24	17%		
70% or higher	9/24	37.50%		
60% or higher	2/24	8%		
50% or higher	3/24	12.50%		
Below 50%	6/24	25%		

ONLINE LEARNERS WITH AN IEP : Achievement by Credit



# OUR ADDITIONAL SUPPORTS

## SST

Mr. Andrew Black  
L 02000



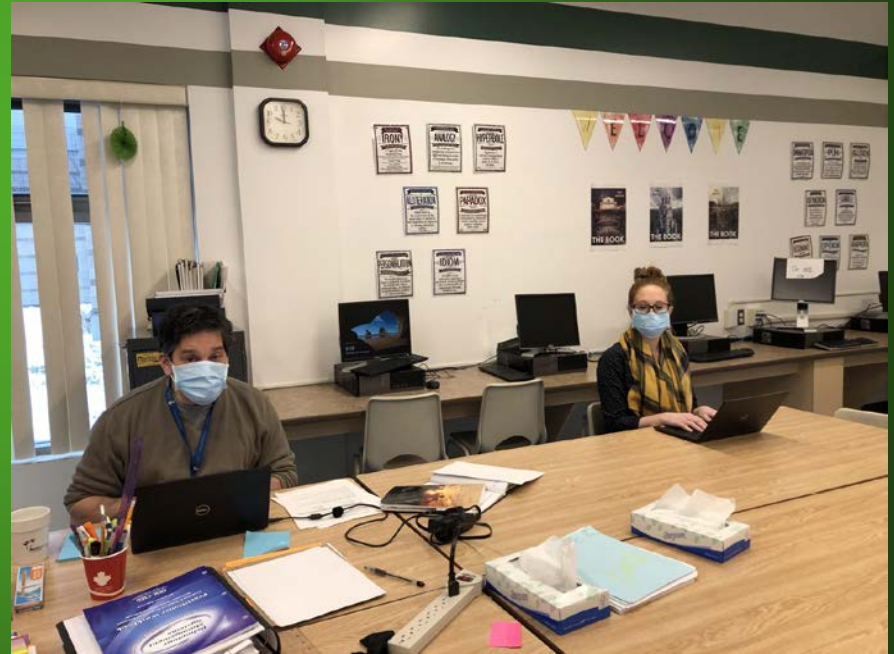
## SST

Mr. Jean Pierre Gauvin



## SERT

Mr. Dan Loreto Mrs. Bethany



# OUR MENTAL HEALTH WORKERS

Mrs. Jessica Bois



Ms. Alexandra Lacourse



# WHERE WE GO FROM HERE....

Expand partnership with provincial school boards to provide more course options with improved access to teachers

Increase synchronous learning opportunities - 90-95% of our students have been enrolled in remote courses with synchronous learning available through OHS and consortium

Reduce overall number of remote learners - this was our hope but given the present circumstances, it is unlikely

Provide increased support for remote learners - a section has been added to provide SST support with a focus on these students

Ensure that lines of communication remain open and continue to monitor student success and mental health - provide support in a timely manner as needed

THANK YOU FOR  
LISTENING...

SCHOOL	MILD INTELLECTUAL	LEARNING DISABILITY	BEHAVIOUR	LANGUAGE IMPAIRMENT	AUTISM/PDD	MULTIPLE	BLIND/LOW VISION	SPEECH IMPAIRMENT	DEVELOPMENTAL DISABILITY	PHYSICAL DISABILITY	GIFTED	DEAF/HARD OF HEARING	Total # IPRC	Non Identified with IEP	TOTAL # Sp Ed Students Nov. 2020	Total Enrolment Nov 2020	% of Students with Sp Ed Needs	Total # Sp Ed Students in Dec 2019	Increase/decrease since June	#EAs	#RTs	#CYW hr/wk
AILEEN WRIGHT CATHOLIC SCHOOL	0	10	0	3	1	2	0	0	1	1	0	0	18	14	32	98	32.65	19	13	2	1	11
BISHOP BELLEAU SCHOOL	0	6	2	3	0	3	0	0	0	1	0	0	15	5	20	66	30.30	13	7	3	0.5	11
ENGLISH CATHOLIC CENTRAL SCHOOL	2	17	3	1	0	9	0	2	1	2	0	1	38	17	55	212	25.94	63	-8	4	2	27.5
HOLY FAMILY SCHOOL	0	6	2	0	0	4	0	0	1	0	0	0	13	11	24	94	25.53	27	-3	2	1	15
O'GORMAN INTERMEDIATE SCHOOL	4	26	3	0	0	9	1	0	0	1	0	0	44	18	62	222	27.93	56	6	3	2	27.5
POPE FRANCIS ELEMENTARY SCHOOL	0	12	2	5	2	3	0	0	0	1	0	0	25	17	42	275	15.27	46	-4	6	2	27.5
SACRED HEART CATHOLIC SCHOOL - KIRKLAND LAKE	2	18	2	1	1	12	0	0	1	2	0	1	40	16	56	135	41.48	54	2	3	1.5	27.5
ST. ANNE ENGLISH CATHOLIC SCHOOL	2	8	0	0	4	1	0	0	1	0	0	1	17	14	31	157	19.75	32	-1	3	1	16.5
ST. JEROME SCHOOL	0	0	1	1	7	1	0	0	1	1	0	0	12	4	16	179	8.94	20	-4	5	1	27.5
ST. JOSEPH SCHOOL	4	5	0	0	2	2	0	0	0	1	1	0	15	5	20	108	18.52	17	3	3.5	1	27.5
ST. PATRICK CATHOLIC SCHOOL - COBALT	3	8	2	3	3	4	0	0	0	2	0	0	25	20	45	126	35.71	35	10	4	1.5	27.5
ST. PATRICK SCHOOL - KAPUSKASING	2	10	1	2	4	3	0	0	0	0	0	0	22	21	43	160	26.88	39	4	4	1.5	27.5
O'GORMAN HIGH SCHOOL	12	60	0	2	6	4	0	0	2	0	1	1	88	20	108	381	28.35	94	14	4	2	27.5
NCDSB Virtual School																				7.5	0	11
<b>TOTAL</b>	<b>31</b>	<b>186</b>	<b>18</b>	<b>21</b>	<b>30</b>	<b>57</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>372</b>	<b>182</b>	<b>554</b>	<b>2213</b>	<b>25.03</b>	<b>515</b>	<b>39</b>	<b>54</b>	<b>18</b>	
<b>Total Dec. 2019</b>	<b>38</b>	<b>195</b>	<b>14</b>	<b>18</b>	<b>28</b>	<b>50</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>10</b>	<b>1</b>	<b>4</b>	<b>368</b>	<b>137</b>	<b>505</b>	<b>2257</b>	<b>22.4</b>					

EAs staffed through Jordan's Principle - 1.0 BBS, 1.0 ECCS, 0.5 Virtual School

# Small changes, big differences.



## Triple P 0-12 Virtual Online Program Takes the guesswork out of parenting!

New positive parenting course starts soon via ZOOM from the comfort of your home!

*\*This Online Triple P 0-12 Group consist of 5 virtual online sessions followed by three personalized phone sessions to support your learning.*

- DATES:** February 16, 23, & March 2, 9, 16, 2021
- TIME:** 6:00 - 8:00 PM
- VENUE:** Virtual ZOOM sessions using your own electronic device. Hosted by North Eastern Ontario Family and Children's services
- PRESENTER:** Joanne Lessard , Family Preservation Worker  
Lynn Bellemare , Family Preservation Worker

### INFORMATION

Given the recent Covid-19 restriction, NEOFACS is pleased to offer a FREE group for positive parenting via ZOOM online platform! Enjoy the interactivity and peer support of a Triple P Parenting Group right from your own home. Registration will be opened until February 9, 2020.

**For more information or to register by February 9, 2020  
please contact Marie Siembida at 705 360 7100 ext. 5612**  
1-800-665-7743 (Toll-Free) for Cochrane District  
1-866-229-5437 (Toll-Free) for the Timiskaming District