

Special Education Advisory Committee Meeting

Wednesday, June 15, 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
Sarah McSheffrey, Cochrane Temiskaming Children's Treatment Centre
Heather Demers, The Lord's Kitchen
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Lisa Lamarche, Behavior & Autism Specialist
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Stephanie Fisher, Timmins Native Friendship Centre
Mackenzie Carrier, YMCA Childcare Supervisor
Colleen Landers, NCDSB Trustee
Kim McEntee, Supervisor of Mental Health

1. Welcome and Prayer

Joel welcomed everyone, led the group in prayer. Daphne led the land acknowledgement

2. Approval of Agenda

MOVED BY: S. Skalecki

BY: H. Demers SECONDED

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: H. Demers

BY: S. Skalecki SECONDED

THAT the minutes of May 25, 2022 be approved as presented. CARRIED.

4. Special Education Plan 2022-2023

Actions for 2022-2023

1. Continue to work on the creation of the documents that outline the various internal processes found in the special education department.
2. Explore the opportunity to use the PowerSchool Student Information System to generate a variety of special education forms such as referrals. The focus for this year will be on transiting the IEP and the IPRC statement of decision to the special program module in PowerSchool.
3. In the event that a child's identification changes due to an updated assessment, we need to ensure that the new documentation is forwarded to the board office for filing in the student's Special Education file. An internal procedure will be created to ensure this happens.
4. Ensure that the placement option on the IPRC Statement of Decision is reflective of the actual placement. We have tended to use "Resource Assistance" as a catch-all when we should be more specific. This also means that when a placement changes mid-year, parents need to be contacted and provided with the opportunity to participate in a formal IPRC meeting or to have the documentation forwarded for signature after a conversation. An internal procedure will be created to capture what will need to happen in these circumstances.
5. Continue to advocate for students Grade 7 and up to participate in their IPRC meeting. We feel that it is very important they understand their learning difficulties and that they can be advocates for themselves. The resources teachers have been assisting the students in developing a profile for themselves that can be shared with their teachers.
6. 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. Engage school teams in the IEP audit process in the late fall to build capacity within the school to complete this process independently. All new staff will be participating in a IEP Writing course via ehub so they are able to participate in the creation in IEP for students in the classroom.
7. Literacy/Numeracy leads have been put in place in 9 of our early elementary schools who will champion the new literacy practices based on the Right to Read Inquiry. The leads will take part in additional learning opportunities that can be shared with teachers in the school. As well as working directly with kids supporting intervention.
8. Ensure parents are aware of our SEAC membership and dates for our monthly meetings through posting of information on the board website. 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.
9. Continue to monitor and support the use of the Brigance Screen III for Year 2 Kindergarten and Grade 1 students. Screening will take place in December 2021. Students were identified in by being at risk or not at risk. If at risk specific activities were put in place to help support the students.
10. An early Literacy committee has been implement for this year which includes teachers, principals and support staff. The committee has a 5 year implementation plan of strategies and programs relating to early literacy. The focus for this school year is phonological awareness for kindergarten to grade 5.
11. Explore the use of the Empower Comprehension module for Gr. 3-4 at St. Joseph School, St. Anne and St. Patrick School in Cobalt.
12. Continue to monitor the modifications being made to math programs for students with learning disabilities. Provide greater support to RTs and Classroom Teachers to identify gaps in student learning and opportunities for intervention. Support the use of the York Region suggested accommodations by psychological process and the York Waterfall to help teachers meet the needs of LD students in math. Build capacity around math content knowledge and math pedagogy with resource teachers and principals to support their work in math intervention. This will be particularly important given the potential gaps created during the COVID 19 Pandemic. Explore the purchase of an intervention program that could be used by both intervention teachers and resource teachers.

13. 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.
14. Continue to work with our contracted SLP provider to ensure the provision of additional and more consistent therapy for students required language support, including at Bishop Belleau in Moosonee. This funding will come from the Northern Support Initiative and is done in collaboration with our co-terminus English school board.
15. Explore a variety of screening tools that could be used in early primary 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. Explore an alternative to BAS for Grades 3-8.
16. Implement the use of the professional learning series at staff meetings or during other professional learning opportunities to help all teachers better understand the psychological processes and their impact on learning.
Continue to implement the LD Class Profiles that have been created. Build capacity with classroom teachers to better understand how to support students with an LD in the regular classroom.

A Motion of Approval was signed by Joel McCartney to have the Special Education Plan for 2022-2023 be presented to the Board of Trustees at the June 15, 2022 Board Meeting. All in attendance passed the Motion.

5. August Transition Program

The program will be offered to students from August 23-26, 2022 and is designed to assist students in transitioning slowly back to school. The program will take place in three NCDSB schools where students have registered. Hiring is currently taking place to staff Teachers, Child & Youth Workers and Education Assistants at each location to support the students. Six of the schools will be offering a special program to those students who are on the Autism spectrum and being supported utilizing the One Kids Place program and NCDSB development program. Brittany Counter Autism & Behaviour Consultant developed the program.

6. Specialized Programs for 2022-2023

NCDSB is very committed to being an inclusive board where the majority of our students have access to programs included in the regular classroom. However, we have recognized there are students who have needs that extend beyond what is available in a regular classroom. We have been working to address the needs of those students.

St. Joseph and St. Jerome offers a full day program at their schools. The students in that program have a variety of needs. St. Patrick Cobalt offers an Essential Skills class for 0.5 of the day. St. Patrick Kapuskasing offers a 0.5 of the day class for students on the Autism spectrum.

Students taking part in one of the specialized programs will be integrated into the regular classroom for a portion of their school day. The goal of the program is to have the students return to the regular classroom during their school career.

7. Agency Reports

The Lord's Kitchen

A fundraising BBQ is taking place on June 25, 2022 from 11am-3pm at M&M Foods in South Porcupine. All proceeds raised will be used to support meals for community members.

Cochrane Temiskaming Children's Treatment Centre

The Centre is back to in person services and offering virtual when needed. The Centre is preparing for the summer programs; the programs include physiotherapy, speech and language and events within the community.

North Eastern Ontario Family and Children's Services

Clinical services continue to be offered in person as well as virtually. The Early Years Centre is running for children ages 0-6 and the calendar can be accessed via Facebook social media accounts or on the website. The community support services dept. that handles intakes is currently running with half of the total staff. As a result, intakes have slowed down considerably. Joel will attend the September meeting with his replacement for SEAC for 2022-2023.

Cochrane Temiskaming Resource Centre

The Centre will continue with the hybrid format it currently has in place. This will allow for in person services as well as virtual services.

8. **Date of Next Meeting** – Date to be determined for September 2022

9. **Other Business** – A tour of the Access Centre will be took place prior to the meeting. The tour will began at 11:30am and the Access Centre is located on the second floor of the NCDSB Board Office.

10. Adjournment

MOVED BY: E. Renaud

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

CARRIED