

Special Education Advisory Committee Meeting

Wednesday, November 17, 2021

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
Heather Demers, The Lord's Kitchen
Stephanie Fisher, Timmins Native Friendship Centre
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Susan St. Denis, Cochrane Temiskaming Children's Treatment Centre
Mackenzie Carrier, Community Living Timmins
Ron MacInnis, NCDSB Trustee

1. Welcome and Prayer

Joel welcomed everyone and led the group in prayer.

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: S. Skalecki

BY: B. Richer SECONDED

THAT the minutes of September 22, 2021 be approved as presented. CARRIED.

4. New Students/New IPRC Data/Falls IPRCs

Presented by Katie Mundle

Katie presented the data from the IPRC meetings that have taken place so after this school year. IPRC meetings continued to take place over the phone or through video conferencing with parents this year.

The IPRC – (Identification, Placement and Review Committee) is a group consisting of at least 3 individuals – typically the School Principal, Resource Teacher and Classroom Teacher. This committee meets with parents and determines if a student meets the criteria of being an exceptional pupil based on Ministry of Education standards as well as determines the exceptional student’s educational placement.

Resource Teachers (RTs) have shared that the move to over-the-phone meetings resulted in increased parent participation, with some RTs noting 100% participation. It certainly seems like it would be a great option to offer going forward.

When looking at Board data for newly identified students, or students new to our Board, since the beginning of the school year, we have received paperwork that supports newly identifying 43 students.

Of these 43:

- 10 students are identified with Autism
- 18 students are identified with a Learning Disability
- 2 students are identified with a Developmental Disability
- 2 students are identified with a Language Impairment
- 2 students are identified under the Behaviour category
- 2 students are identified as being blind or having low vision
- 1 student is identified as being Deaf/Hard of Hearing
- 1 student is identified as having a Physical Disability
- 5 students are identified as being Multiple – Multiple meaning they fit more than one category of exceptionality.

Central/North

30 students identified – of these:

- 3 were students assessed by our Board
- 1 was a student new to the FDK Program
- 1 student was funded through Jordan’s Principle
- 23 students were new to our Board
- 2 students had documentation through a doctor’s assessment

South/Bishop Belleau

13 students were identified – of these:

- 2 students were assessed privately
- 2 were students assessed by our Board
- 2 were assessed through funding through HANDS
- 1 student was assessed through CTRC
- 3 students were new to our Board
- 3 students had documentation through a doctor’s assessment

5. Psychological Assessment Budget for 2021-22

Presented by Catherine Hoven

Psychological budget for 2021-2022 is approximately \$50,000

Current psych waitlist has 49 students, however many more students will be added once report cards go home and students have had a chance to receive solid intervention. RTs are reporting that more students are struggling due to the online learning over the last year, and the decrease in intensive in person intervention.

We have 3 psychological contracts: Dr. Boniferro with my support (central, northern part of the board), Corrie Brownlee (Cochrane & southern part of the board), & Natalie Bisson (self-contained classes - students with more complex needs - Pope Francis, St. Joseph, St. Pats Kap, & St. Jerome)

Dr. Boniferro - 18 students

Corrie Brownlee - 18 students

Natalie Bisson - 9 students

Total number of students that will be assessed is 45, with a cost of \$51, 600.

We've allocated 3 students to be assessed from each school with additional assessments at schools that have a self-contained classroom. The students in these classrooms have a formal diagnosis, but in many cases are lacking a cognitive assessment that makes program planning difficult. By the end of this school year we are hoping to have a cognitive assessment for all students in the self-contained classrooms.

6. School Special Education Budgets & Central Resource Purchases

Presented by Daphne Brumwell

We are pleased to share that we have provided all schools with a small budget just for special education purposes again this year. Every school has received a baseline of \$5 per student. In addition, schools with special education classrooms (4) will also receive \$1000 for a full-time program and \$500 for a part-time program.

We have also provided every FDK class with a number of manipulatives to support fine motor development. You might recall that were able to train all FDK, Grade 1 Teachers and ECEs on how to support fine motor development in the classroom last spring. These materials will help students do this while having fun.

We have engaged approximately 25 teachers in a pilot around word study instruction. Fountas and Pinnell have a program for each grade that will help teachers teach a wide variety of word study skills. We have roughly 3 teachers in each grade participating. We are hoping that this explicit instruction, particularly in the upper grades will help students build missing skills. The program is developed for FDK to Grade 6, but we have a number of teachers in grade 7 & 8 who wanted to try the grade 6 program with their class. We will be collecting pre and post data to determine the efficacy of this program.

7. IEP Audit

Presented by Daphne Brumwell

For the past 3 years, we have engaged in an IEP audit at the central level. This involved reviewing 3-5 IEPs from each school to determine what information was provided and what was missing. We were also looking for things like assessment data matching modification levels; strengths and needs reflected in accommodations and the creation of logical annual goals. Each year, results were shared board-wide but also provided to schools based on their own needs. This year, rather than complete this work at a central level, we have decided to engage school teams in doing their own audit. We will work with each team between mid-November and Christmas to review Term 1 IEPs so that adjustments necessary can be made for Term 2. We will then do a mini-compliance audit at a central level in March to see the impact of this work.

8. Jordan's Principle

Presented by Daphne Brumwell

Jordan's Principle makes sure all First Nations children living in Canada can access the products, services and supports they need, when they need them. Funding can help with a wide range of health, social and educational needs, including the unique needs that First Nations Two-Spirit and LGBTQQIA children and youth and those with disabilities may have. Jordan's Principle is named in memory of Jordan River Anderson. He was a young boy from Norway House Cree Nation in Manitoba.

A small number of NCDSB students have benefitted from 1-1 EA support through this program. In most instances, these supports have been initiated by the First Nation or Child and Family Services

For the past few years, we have also been able to fast-track psycho-educational assessments for students who may not have been high enough on our wait-lists to receive an assessment more quickly.

This year, we have also been able to secure funding through this project to provide additional CYW support and Speech-Language therapy to our students at BBS. We are also providing regular speech therapy to a student locally who requires more support than we can provide in our regular intervention efforts.

9. Mental Health Strategy Update

Presented by Kim McEntee

Kim presented to the committee the Mental Health & Wellbeing key priorities for the 2021-2022 school year. The PowerPoint presentation has been included in the minutes; see pages 6-11

10. PowerSchool Special Programs

Presented by Daphne Brumwell

Due to the collapse of one of the leading Student Information Systems (SIS) in Canada, school boards across the country have had to make a shift to a new SIS. After a great deal of research, our board has chosen to shift to PowerSchool. Our schools have been working tirelessly since mid-August to ensure all our student data has been successfully migrated to this new system. It has required many, many hours of work and lots of patience. We are very grateful to them for this work.

PowerSchool offers an integrated module for special education called Special Programs. We made the decision last winter to make a shift to this module at the same time as the move to the new SIS. Much work took place in the spring and summer to ensure we were ready to move our IPRC and IEP processes to PowerSchool.

Unfortunately, in late August, we realized that we were not in a place where we were ready to shift. The templates were not finalized, we were struggling to understand how to find students in the SIS who needed to be in Special Programs and there was much work that needed to be done behind the scenes to map the data to the new system. As such, we decided to continue to use our current program, CLEVR, to complete IPRC Statements of Decision and IEPs. We continue to work on shifting and are hopeful that we will be ready for Term 2.

11. Agency Reports

The Lords Kitchen

The take out style food service will continue until the spring of 2022. This will minimize COVID exposure for volunteers and patrons. The agency is working with the anti-hunger collation accepting applications for the Christmas food baskets. Applications are being accepted until November 22, 2021. The official Christmas dinner will take place on December 16, 2021.

North Eastern Ontario Family and Children's Services

The agency remains to have staff shortages but are hopeful to have the open positions filled shortly. The current parents programs are wrapping up and will resume after the New Year. Effective November 22, 2021 the offices will resume being open for walk ins.

Cochrane Temiskaming Children's Treatment Centre

The Centre will be offering a clinic from November 29-December 3 within the Moosonee area offering intake services and psychological assessments for development disability. Joel will be reaching out to the principal of Bishop Belleau School while staff is in the area.

12. **Date of Next Meeting** – December 15, 2021 at 11:45 via WEBEX

13. **Other Business** – N/A

14. **Adjournment**

MOVED BY: S.Skalecki

THAT the meeting be adjourned at 1:10 p.m.

CARRIED



Northeastern
Catholic District
SCHOOL BOARD

Together We Are Resilient: Support for a Mentally Healthy Back to School

SEAC November 17, 2021
Mental Health & Wellbeing - Key Priorities



**Mentally Healthy Back to School
Support Package**

Practical Resources to Help Schools
Rise Together to Resilience



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario

Our Commitment

As a school board, and as a school, we are committed to a mentally healthy back to school that honours the identities and lived realities of students and makes meaningful connections to life at school.



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



Northeastern
Catholic District
SCHOOL BOARD

Back to School with Gratitude and Hope

Our focused intention is on those **practices** and **conditions** known to **support** student mental health and well-being in a way that is practical and realistic for our school context.

We will focus our efforts on **tier one**, in considering key ways to amplify **promotive** and **protective** factors.

We will ensure we make available classroom ready **resources** for teachers and support staff.

All content is carefully selected and intended to help with creating welcoming and supportive spaces for all.





NCDSB's School Mental Health Action Plan

NCDSB's Mental Strategy **actions** for **2021-22** include priorities, intentions and deliverables towards these five themes. You will receive key resources and information to support your work in these areas over the coming weeks.

1. Amplify the promotive and protective influence of schools
2. Identify and address emerging and escalating student mental health problems
3. Mobilize focused support for those disproportionately impacted by COVID-19
4. Build and sustain strong safety nets
5. Provide hopeful and aligned communication



Practice Highlights – Services Landing Page

School Based Support Services

Please select the School Logo below to access the forms for selected school.



Circle of Support

Referral	Referral	Referral	Referral
Resources	Resources	Resources	Resources
Board Contact: Kim McEntee 705-268-7443 Ext. 3201	Board Contact: Kristine Arthur 705-268-7443 Ext. 3225	Board Contact: Daphne Brumwell 705-268-7443 Ext. 3229	Board Contact: Kim McEntee 705-268-7443 Ext. 3201

Mental Health & Well-being at School

Every Ontario school district has a mental health leader and superintendent team with a shared responsibility to create and implement their board's mental health strategy and action plan. Together, we support and guide the implementation of NCCDSB's strategy and action plan.

Kim McEntee
Supervisor of Mental Health & Wellness
kmcentee@nccdsb.on.ca

Jennifer Dunkley
Superintendent of Education
jdunkley@nccdsb.on.ca

Resources & Supports



We know that school staff are the front line of the team. From **foundational** everyday work (tier one) to **early identification and prevention** (tier two) to connecting students to **more intensive supports** (tier three), educators are the eyes, ears, and heart of the school community, and they are a key ally in supporting student mental health & well-being. The resources on this site are designed to help you with your important role in **creating supportive environments for effective and sustainable practices.**
smho.on.ca



Practice Highlights – Wellness Kits

