

Special Education Advisory Committee Meeting

Wednesday, June 19, 2019

12:15 p.m.

MINUTES

PRESENT: Joel McCartney, Cochrane Temiskaming Resource Centre / Chair
Kim Bordignon, Cochrane Temiskaming Children's Treatment Centre / Vice-Chair
Val Toner, Community Living Timmins
Colleen Landers, NCDSB Vice-Chair
Elizabeth King, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Mark Lionello, Canadian Mental Health Association
William (Bill) Russell, The Lord's Kitchen
Ellen Renaud, North Eastern Ontario Family and Children's Services
Billie Richer, VOICE for Hearing Impaired

1. Welcome and Prayer

Joel McCartney welcomed everyone and led the group in prayer.
Joel McCartney chaired the meeting.

2. Approval of Agenda

MOVED BY: K. Bordignon

SECONDED BY: V. Toner

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: C. Landers

SECONDED BY: K. Bordignon

THAT the minutes of May 29, 2019 be approved as presented.

CARRIED.

4. Special Education Plan for 2019-2020

Presented by Daphne Brumwell

SPECIAL EDUCATION PLAN ACTIONS FOR 2019-2020

1. Support the implementation of the new special education classrooms that have been created for the 2019-2020 school year. Two have a focus on essential skills for students with developmental disabilities and one will focus on communication skills for students on the Autism Spectrum. Reach out to Sudbury Catholic DSB as they have similar classroom structures in their board.
2. Explore an online Referral Process that will allow both the Special Education and Mental Health departments to streamline this fairly intensive paper process.
3. Share the outcome of the focus group discussions that had been done through the Special Education Audit in June 2019.
4. Engage in focus group discussions with secondary school regarding the use of technology to support learning. The goal will be to collect information from the students about how we can improve supports and services for our secondary students. Focus groups will be held in the fall of 2019, with a summary of information collected being shared with SEAC by January 2020.
5. 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. Complete another audit of IEPs in November 2019 and share results with school principals and RTs in December 2019. Follow up with another review in March 2020 of the same IEPs that were audited in the fall to determine the degree to which recommendations have been implemented.
6. Ensure all new teachers hired who have not previously done the NCDSB IEP e-Hub course, complete this by the end of September 2019.
7. Review the content of the Special Education page on the board website by October 31st, 2019. Revise the content to reflect current programs and services. Ensure parents are aware of our SEAC membership and dates for our monthly meetings through posting of information on the board website by September 30th, 2019. Minutes of SEAC meetings will also be posted on a monthly basis.
8. 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 2019 with a follow up for students at risk in June 2020. Review the impact of data analysis of the Brigance to ensure it is providing us with the necessary information to better support our youngest learners. Provide training to teachers and ECEs in January 2020 so that they can implement appropriate interventions based on the results of the Brigance. Revise and implement the Early Identification Student Profile by June 20.
9. 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.
10. Build capacity around math content knowledge and math pedagogy with resource teachers and principals to support their work in math intervention.
11. Continue to focus math intervention on the early year based on the results of the Brigance and the finding from the Math Intervention teachers.
12. Provide up to 4 psychological assessments annually for students we suspect have ASD. This will be done through our contracted psychologist.
13. Provide access to our on-line Special Education Community to all NCDSB educators by October 31st, 2019.
14. Implement the use of the professional learning series at staff meetings or on snow days to help all teachers better understand the psychological processes and their impact on learning.
15. 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.
16. Create the documents that outline the various internal processes found in the special education department.
17. 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.
18. Explore opportunities to engage parents more actively in the IPRC and IEP process.

A Motion of Approval was signed by Joel McCartney to have the Special Education Plan for 2019-2020 be presented to the Board of Trustees at the June 19, 2019 Board Meeting held at the Northeastern Catholic District School Board. All in attendance passed the Motion.

Rick Brassard Board of Trustees Chairperson accepting the Special Education Plan for 2019-2020 signed a Motion of Approval.

5. Agency Reports

Community Living

Val Toner announced today June 19, 2019 was her final SEAC meeting and Mackenzie Carrier would be her replacement moving forward.

6. Date of Next Meeting To be determined once the 2019-2020 schedule is finalized

7. Other Business

Joel McCartney read a letter for The Hastings and Prince Edward District School Board sent to The Honorable Lisa M. Thompson.

- See Attached Letter

8. Adjournment

MOVED BY: J. McCartney

THAT the meeting be adjourned at 12:45 pm.

CARRIED.



Hastings and Prince Edward
District School Board

Possibilities
TODAY & TOMORROW

Shannon Binder, Chair of the Board
Mandy Savery-Whiteway, Director of Education

June 4, 2019

The Honourable Lisa M. Thompson
Minister of Education
438 University Avenue, 5th Floor
Toronto ON M7A 2A5

Dear Minister Thompson:

As representatives of the Special Education Advisory Committee (SEAC) for Hastings and Prince Edward District School Board (HPEDSB), we are writing to express our concerns about the recent changes to the provincial funding model for autism services and the impact that it will have on children, families, and school boards.

The new funding model means that school-age children who have moderate to severe autism requiring Applied Behaviour Analysis (ABA) therapy to teach them learning skills, behaviour management and communication will no longer have adequate funding from the government for the clinically recommended 20 to 40 hours per week. Expecting school boards to "close the gaps" in such clinical or therapeutic needs sets unrealistic expectations for both educators and parents/guardians. Many families within our board will be unable to pay for the therapy their children need out of pocket based on the new funding model. As a result, many of these children will enter the school system without the skills that they need to be successful.

We are also concerned that many children who have been receiving one-on-one therapy will be inadequately prepared to transition to school full-time, if the decision to send them is based solely on a lack of funding for further therapy. Placing these students in the classroom may create health and safety concerns for all. Children with autism are not the only children who require more supports than are currently available in school and in the community. We are concerned that the proposed changes in autism funding will also have a negative impact on what can be provided for all our students with special needs in our schools

We urge the Ministry of Education to review their funding decision and revise the Ontario Autism Plan based on the recommendations of relevant stakeholders, including parents and clinical experts. We also hope that the Ministry will also investigate and remedy the shortfalls in funding for other disabilities affecting the children in our province.

An invitation is being extended to our local members of provincial parliament to attend a fall SEAC meeting, to continue discussions and advocacy that the Ministry of Education review their funding decision. We look forward to your response.

Sincerely,

Kelly Allan

Kelly Allan,
SEAC Chair

Carolyn Baldwin

Carolyn Baldwin,
SEAC Vice-chair

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