

# Special Education Advisory Committee Meeting

Wednesday, May 25, 2022

11:45 p.m.

Northeastern Catholic District School Board

WebEx

## MINUTES

**PRESENT:** Joel McCartney, Cochrane Temiskaming Resource Centre / Chair  
Mackenzie Carrier, YMCA Childcare Supervisor  
Colleen Landers, NCDSB Trustee  
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:** Stephanie Fisher, Timmins Native Friendship Centre  
Ellen Renaud, North Eastern Ontario Family and Children's Services/Vice Chair  
Kim McEntee, Supervisor of Mental Health  
Lisa Lamarche, Behavior & Autism Specialist  
Sarah McSheffrey, Cochrane Temiskaming Children's Treatment Centre  
Heather Demers, The Lord's Kitchen  
Billie Richer, VOICE for Deaf and Hard of Hearing Children

### 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: M. Carrier SECONDED

THAT the agenda be approved as presented.

CARRIED.

### 3. Approval of Minutes

MOVED BY: M. Carrier

BY: S. Skalecki SECONDED

THAT the minutes of March 30, 2022 be approved as presented.

CARRIED.

#### **4. Summer Programs**

We are just finalizing our plans for summer programs. We hope to run an in-person program for students in K-Gr. 5 in Timmins, Cochrane, Kapuskasing, Kirkland Lake and New Liskeard. However, we need to ensure we have a minimum of 15 students in each location. We will also provide a virtual opportunity for students from other communities who might wish to participate in a summer program. The August Transition program will take place again this year. We are anticipating that it will run in each elementary school the week of August 22<sup>nd</sup>. This program is geared towards students with special needs who would benefit from extra support to make the transition back to school after the summer break. Finally, we will also provide a transition program for students with Autism at St. Pat's Kapuskasing, St. Anne, St. Joseph, and St. Pat's Cobalt. It will take place the same week as the regular transition program in August.

#### **5. EA Allocation Process for 2022-2023**

We are just beginning to review the needs at each school in order to finalize EA allocations. We have visited nearly every school in person to review needs and to observe classrooms/students as needed. We will be sharing the list of high needs students with each school this week, asking them to review the information and update as needed. We are in a position where we really need to begin to bring out Special Education spending more in line with the funds we generate with the Ministry Funding formula. We continue to require funds from deferred in order to balance the Special Education budget each year. This year we are projecting that we will exhaust deferred funds meaning that we will have no choice but to work within the allocation next year. Daphne has been in conversation with principals about this already.

#### **6. Special Education Plan 2022-2023**

Catherine and Katie took us through the action items from last year's plan to help with decisions regarding this year's plan. Feedback from the Committee members was requested for suggestions no later than Friday, June 3<sup>rd</sup>. A list of the action items and status can be found on pages 3-6 in the minutes.

#### **6. Agency Reports**

##### **The Lord's Kitchen**

A bottle drive is taking place on May 25, 2022 from 9am-4pm at 85 Spruce Street South. All proceeds raised will be used to support meals for community members.

#### **7. Date of Next Meeting** – June 15, at 11:45 at the NCDSB Board office or via WEBEX.

#### **8. Other Business** – A tour of the Access Centre will be taking place at the next meeting. The tour will begin at 11:30am and the Access Centre is located on the second floor of the NCDSB Board Office.

#### **9. Adjournment**

MOVED BY: S. Skalecki

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

CARRIED



## Special Education Plan Review - 2021-2022

Action Item	Page	Update
1. Continue to work on the creation of the documents that outline the various internal processes found in the special education department.	5	This continues to be a work in progress.
2. Explore the opportunity to use the new Powerschool Student Information System to generate a variety of special education forms such as referrals	6	Catherine and Katie have worked diligently on the development of the new IEP template and are waiting for PowerSchool to complete things on their end before rolling the template out to RTs in May/June month. There are still many other template opportunities within PowerSchool that we will explore once the IEP has been completed and used.
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.	8	This specific procedure has not yet been created.
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.	9	Resource Teachers contact parents whenever a child's placement has changed. Parents can choose to have a formal IPRC meeting, or simply be sent home updated paperwork to sign. This process ensures that the IPRC information we have on file is up-to-date. Updated paperwork is sent to Katie or Catherine for Board filing.

<p>5. Given the pandemic, our desire to include students in the IPRC and IEP process where appropriate (Grade 7 &amp; up) was hampered. We would like to continue to have schools work towards this expectation and have them support students in developing a one page document highlighting their strengths, needs, key accommodations and unique learning profile. This document will be shared with those currently supporting the student, as well as those supporting the student the following year.</p>	<p>11</p>	<p>Although more schools are inviting students in the upper grades to their IPRC, RTs have not specifically worked with students to create a one page document highlighting their unique learning profile.</p>
<p>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. Ensure all new teachers hired who have not previously done the NCDSB IEP e-Hub course, complete this by the end of September 2021.</p>	<p>13</p>	<p>This year, Katie and Catherine met with each School Principal and RT(s) to walk them through the process of completing an IEP review. Several IEPs were reviewed with each school and data was collected in a Google Form, which produces a spreadsheet. This data was reviewed by individual schools to examine strengths and needs and determine next steps as a school. This new approach helped schools gain a greater understanding of Board expectations and helped to develop their capacity in implementing and monitoring IEPs.</p>
<p>7. 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, 2021. 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.</p>	<p>31</p>	<p>The 2021-22 Schedule of SEAC meetings and minutes are posted on the Board website.  <a href="https://www.ncdsb.on.ca/seac.php">https://www.ncdsb.on.ca/seac.php</a></p>
<p>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 2021 with a follow up for students at risk in June 2022. 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 2022 so that they can</p>	<p>40</p>	<p>Brigance Screening was completed on FDK Year 2 and Grade 1 students by Resource Teachers in December 2021. Student results were entered into a Google Form. Results were shared back with individual schools in December/January. School teams (Principal, RT, Classroom Teacher, ECE) met to discuss these results, targeted tier 1 instruction, Brigance support resources</p>

<p>implement appropriate interventions based on the results of the Brigance. Revise and implement the Early Identification Student Profile by June 2022.</p>		<p>and possible referrals. Letters were then sent home to parents indicating their child's results along with a document with ideas for at-home activities. Students who scored below the cut off will be reassessed by Resource Teachers in June 2022.</p>
<p>9. Explore the use of the Empower Comprehension module for Gr. 2-5 at Sacred Heart School and Pope Francis Elementary School. We would like to include a group of indigenous students to see the impact of the program on our students who have significant language deficits.</p>	<p>44</p>	<p>Two schools, Sacred Heart and Pope Francis have explored the use of the Gr. 2-5 Empower Comprehension modules. After running the program for a year, teachers found that decisions regarding the students' suitability need to be made the previous spring to help with decisions regarding timetabling and withdrawal. The lessons could be completed in 40 minutes and suggested text materials have been gathered and are ready for future lessons. Students improved in their vocabulary development and ability to infer word meaning based on contextual clues.</p>
<p>10. 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.</p> <p>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.</p>	<p>45</p>	<p>Catherine and Katie continue to work with both RTs and principals around the need to be cautious with implementing math modifications. We have continued to highlight the various resources that we have available to help teachers pinpoint areas of math deficit, and those that can be used to close gaps. We continue to emphasize the need for consistent assessment and the use of small group instruction. With limited supply teachers available this year, teacher math knowledge development was mostly through accessing online sessions and resources.</p>
<p>11. 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</p>	<p>46</p>	<p>Resource Teachers continue to dedicate one block of their schedule to these meetings. This process has been reviewed again with principals and RTs through the IEP audit process. It appears as though all schools are now actively using this process.</p>

<p>moving forward. A follow up is required to ensure that actions have been taken and to discuss their effectiveness.</p>		
<p>12. 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.</p> <p>Explore the possibility of completing hearing and vision screens on all FDK students.</p>	<p>47</p>	<p>We have continued to work with John Stark and the Therapy Path to ensure that SLP services continue for our students. Therapy assistants now cover all areas within our board with a recent hire at BBS, and at SPKP. As a result, more students are able to be seen on a consistent basis. John completes all of the assessments and he oversees the training and therapy of the assistants. This has been an important step in ensuring that all SK students have been screened. This year 161 SK students were screened across 9 NCDSB schools.</p>
<p>13. Connect with the consultants from the Provincial Demonstration Schools to explore the possibility of supporting students new to the board with vision or hearing loss through their Pre-School services.</p>	<p>50</p>	<p>Although we remain in contact with our representatives from Sagonaska Provincial School, contact with W. Ross MacDonald School and E.C Drury occurs as needed. If a student requires the services of these two schools, then the RT or SAT would reach out after receiving parental consent.</p>
<p>14. 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.</p> <p>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.</p>	<p>54</p>	<p>We did not develop a professional learning series for this year, and have not been requested by principals for such materials. Given the challenges of the school year, this was put on hold. It has been very difficult to release any staff this year due to a severe shortage of occasional teachers.</p>