

## Special Education Advisory Committee Meeting

Wednesday, April 17, 2019

11:45 a.m.

### MINUTES

**PRESENT:** Joel McCartney, Cochrane Temiskaming Resource Centre / Chair  
Kim Bordignon, Cochrane Temiskaming Children's Treatment Centre / Vice-Chair  
Mackenzie Carrier, Community Living Timmins  
Colleen Landers, NCDSB Vice-Chair  
Katie Mundle, SAT  
Billie Richer, VOICE for Hearing Impaired  
Elizabeth King, NCDSB Trustee  
Catherine Hoven, SAT  
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

#### 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: C. Landers

SECONDED BY: K. Bordignon

THAT the agenda be approved as presented.

CARRIED.

### **3. Approval of Minutes**

MOVED BY: K.Bordignon

SECONDED BY: J. McCartney

THAT the minutes of December 19, 2018 be approved as presented.

CARRIED.

### **4. March 31<sup>st</sup> Special Education Data**

Presentation from Daphne Brumwell

- Identified Students
- Staff by School

Daphne shared an overview of the special education data drawn from ONSIS for March 31<sup>st</sup>, 2019. As you can see from the chart, we have 525 students who are either formally identified by the IPRC or who have a non-identified IEP. When we look at the percentage of students by school, you can see that it ranges from a low of 10% at St. Anne and a high of 44% at Sacred Heart in Kirkland Lake. It is important to note that both St. Jerome and Pope Francis are schools with lower numbers of identified students due to the nature of their grade configurations. We do not usually see high numbers of formally identified or students on non-identified IEPs in grade three and below.

### **5. Special Education Plan 2019**

Presentation from Daphne Brumwell

ACTION FOR 2018-2019

1. Explore a variety of options that would support the increasing number of students with ASD and/or Developmental Delays who may benefit from additional placement opportunities or program opportunities that do not currently exist in the NCDSB.
2. Finalize the Referral Process with the Supervisor of Mental Health Services to ensure our process includes referral to mental health services such as the Child & Youth Worker or Applied Behaviour Analysis Specialist. Share revised Referral Process with SEAC in the Fall of 2018.
3. Host focus group discussions with both students and parents benefitting from programming through Student Services in each region. The goal will be to collect information from the student and parent perspective about how we can improve supports and services in our schools. Focus groups will be held in the fall of 2018, with a summary of information collected being shared with SEAC by January 2019.
4. 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. Share the results of the Spring 2018 IEP Audit with school principals in the Fall of 2018. Monitor the implementation of recommendations made over the last 2 school years related to the IEP. Ensure all new teachers hired who have not previously done the NCDSB IEP e-Hub course, complete this by the end of September 2018.
5. Review the content on the board website related to Special Education both for the public and for staff. Ensure we have as much information posted as possible for all stakeholders. We will also need to ensure that parents are aware of our SEAC members and dates for our monthly meetings through posting of information on the board website by September 30th, 2018.

6. Move to full implementation of the Early Screening Process for Year 1, Year 2 FDK students and Grade 1 students for June 2019 using the TSRI. 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 so that they understand the tracking sheet that was created to monitor the progress of all FDK and Grade 1 students. Training will also be provided to Resource Teachers on the use of the Brigance. Implement board-wide use of the Early Identification Student Profile by June 2019.
7. 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 to help teachers meet the needs of LD students in math.
8. After careful review of how we have provided math intervention in our schools over the last couple of years, we have determined that it would be beneficial to focus more on intervention with students in the early years. We will be using our 2 dedicated math intervention teachers at St. Jerome and Pope Francis exclusively in 2018-2019. Continue to support RTs in their capacity to provide math intervention through on-going learning opportunities alongside math leads, principals and Special Assignment Teacher.
9. Create a google form for schools to use to identify students waiting for a psychological assessment. This will expedite the process of selecting students for assessment. Explore the opportunity to find additional contract psychologists/psychometrists to support the increased need for assessment.
10. Work with our contracted SLP provider to ensure the provision of additional and more consistent therapy for students required language support. This funding will come from the Northern Support Initiative.
11. Provide access to our on-line Special Education Community to all NCDSB educators by October 31st, 2018. Create a 6-session professional learning series to be used at staff meetings to help all teachers better understand the psychological processes and their impact on learning.

Daphne reviewed the progress that has been made towards each of the action items. Over the next few months, a focus will be placed on reviewing the action items from the past year to help in creating the plan for the coming year.

## 6. **Psychological Services Update**

Presentation from Katie Mundle and Catherine Hoven

Central/North Region:

24 assessments have been completed with Tom Boniferro to date in all of our areas except Bishop Belleau School. Bishop Belleau School has been scheduled for May, and 2 additional assessments booked at Pope Francis at the end of the month. Another 4 will be completed in June, bringing the total for the year to 32.

Southern Region:

Corrie Brownlee has completed 22 assessments for us so far. Every school in the South has received at least 3 assessments through Corrie, with the schools with the most need receiving additional assessments. Corrie also completed 4 assessments for Aileen Wright in Cochrane. There 2 additional assessments at ECCS booked for early May. That would have us at 24 assessments in a few weeks.

Corrie has also agreed to complete an additional 9 assessments within the entire Board by June. This would have her completing 33 assessments by June. We are also exploring the idea of her completing assessments during the summer, as the money we have available for assessments is to be used by August 31<sup>st</sup>. Corrie is open to helping us with whatever we can work out.

Resource Teachers have shared that they are finding the Report Share Meetings helpful. This allows Corrie to go through the assessment thoroughly, and anyone can ask questions at any time. Real-life examples of what their deficits would be like for students are given, and the process allows everyone to receive the information at the same time.

## 7. Review of NCDSB Special Education Policies & Procedures

Presentation from Daphne Brumwell

As part of our Policy Review Cycle, we will be revising our Special Education policy in May. Currently, we have 2 policies related to Special Education – a general Special Education Policy (E5) and Provision of Health Support Services in Schools (E6). After some research about what policies, other boards have related to special education, it appears as though there are a few others we should consider. Each of those policies would have a set of procedures that would also appear on the board website. There are also a large number of internal processes that we feel are important to document but that would not be made available to the public. We should be able to provide more detail about this work at our June meeting. The intent is for all the procedures (both public and internal) to be ready for September 1<sup>st</sup>, 2019.

Policy	Procedure	Internal Process
Provision of Health Support	Provision of Health Support	Bus Harness Request
IPRC	IPRC	Referral
SEAC	SEAC	OSR
Psychological Assessments	Psychological Assessments	Consents for Information Sharing
SEA Equipment	SEA Equipment	IEP Development & Consultation
Special Ed Tribunal	Special Ed Tribunal	BSP/ Safety / Health Plans
		Early Identification
		ESL /ELL
		Transition Planning
		Special Ed. Transportation
		Application to Provincial School
		UMAB
		Reporting in Special Education
		CYW Services
		In-School Board Assessments
		School Based Teams

## **8. Special Education Services – Internal Audit**

Presentation by Daphne Brumwell

Over the last few years, our board has engaged in an internal audit process to support the improvement of programs and services. This year, our special education department is up for audit. Our first meeting with the auditors is tomorrow morning. We should have more information to share at each of the next 2 SEAC meetings regarding this process. A summary of the findings will be shared with SEAC once received.

## **9. Agency Reports**

### Community Living Timmins

Community Living is hosting a Walk a Thon on September 8, 2019. Val will forward the materials in May to the Superintendent's Office for distribution to the schools.

Community Living is also working with DSSAB to develop a centralized form that will follow a child from childcare to school age. The form will allow for early intervention in identifying children who may have special needs.

### VOICE for Hearing Impaired

Billie Richie is attending an Annual General Meeting in Toronto May 4 2019.

### Cochrane Temiskaming Resource Centre

The association is in the process of hiring a Community Support Worker for Moosonee due to the recent opening of an office in the area. The anticipated start date is early May. The office is looking to hire a half time Behaviour Therapist for the Timmins region.

## **9. Date of Next Meeting**

The next meeting will take place on Wednesday May 29 2019, at 11:45 a.m. at Northeastern Catholic District School Board or via videoconference.

## **10. Other Business**

None

## **11. Adjournment**

MOVED BY: J. McCartney  
THAT the meeting be adjourned at 1:15 pm.  
CARRIED.