

# Special Education Advisory Committee Meeting

Wednesday, April 21, 2021

11:45 p.m.

Northeastern Catholic District School Board

WebEx

## MINUTES

**PRESENT:** Billie Richer, VOICE for Deaf and Hard of Hearing Children Vice-Chair  
Heather Demers, The Lord's Kitchen  
Mackenzie Carrier, Community Living  
Timmins  
Stephanie Fisher, Timmins Native Friendship Centre  
Stan Skalecki, NCDSB Trustee  
Ron MacInnis, NCDSB Trustee  
Daphne Brumwell, Superintendent of Education  
Catherine Hoven, Special Assignment Teacher  
Katie Mundle, Special Assignment Teacher  
Jean Ethier, Education Services Officer / Recorder

**EXCUSED:** Mark Lionello, Canadian Mental Health Association  
Susan St. Denis, Cochrane Temiskaming Children's Treatment Centre  
Joel McCartney, Cochrane Temiskaming Resource Centre / Chair  
Ellen Renaud, North Eastern Ontario Family and Children's Services

### 1. Welcome and Prayer

Billie welcomed everyone and led the group in prayer.

Stephanie Fisher, representing the Timmins Native Friendship center was introduced and welcomed as a new committee member.

### 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: H.Demers

BY: M.Carrier SECONDED

THAT the minutes of March 24, 2021 be approved as presented. CARRIED.

#### **4. Update of Speech & Language Services**

John Stark visited BBS March 29-31. The purpose was to see Jordan's Principle-approved students for intervention, but he was also able to complete Kindergarten screening and some Language assessments at the same time. We are in the process of working with him to hire a couple of people to provide therapy on a weekly basis to our students. We have staff who are interested in this work after school. They would be hired by John as part of his contract through the Northern Support Initiative.

#### **5. Professional Learning Opportunities**

NTIP Learning Sessions: On April 7<sup>th</sup>, Catherine and Katie planned a half day of learning for NTIP participants:

##### **Session 1: Tiered Intervention Model** - Catherine Hoven

This session will help educators understand the process of tiered support and guide them in using student profile information to intervene strategically.

##### **Session 2: Executive Functioning** - Katie Mundle

This session provides a general overview of executive functioning, the various cognitive domains affected, what you might see in a classroom and strategies to support students that have weak executive functioning skills.

- Dr. Beaulne half day of learning - Self-Regulation Strategies – last session (2/2) held for CYWs and RTs on April 8<sup>th</sup>.
- Occupational Therapy Learning Sessions offered by CTCTC for RTs, ECEs, EAs and FDK and Grade 1 teachers. Kits created for classroom teachers to use in their classrooms (Spring-loaded scissors and handwriting tools/grips).

##### **Session 1: April 20<sup>th</sup> – Developmentally Appropriate Pencil Grasps and Scissor Skills**

##### **Session 2: May 18<sup>th</sup> – Sensory-Based Difficulties**

- Tutor in the Classroom Training – was to be held the last week of April. Areas of focus: Brigance, Lexia and IXL Math data. POSTPONED until such time as we are back in school face-to-face.

#### **6. Summer Programs**

We have received confirmation that we will have \$30,000 in funding for the CODE Summer Learning Program. We have also received notification of significant additional funding from the Federal government to support both in-year and summer programs for students with special education and/or mental health needs. The in-year funding is also intended to support research-based reading intervention supports. We anticipate running the following programs this summer:

- **CODE Summer Learning** – virtual program for all grades from Year 2 K-Grade 8. This program will run for 3 hours per day for students for 3 weeks in July. Staff would be hired for 4 weeks and for 4 hours per day. We will look to hire one principal/administrator, teachers, EAs, ECEs and/or CYWs and possible post-secondary students to support this program.
- **Transition Program for Students with ASD** – face-to-face program for students at St. Jerome, St. Pat's Kap, St. Pat's Cobalt and St. Joseph. This program will run the week before school begins. It will likely see students in the school for 2 hours each day. Staff will be hired for 3 hours per day. We will look to hire principals, teachers, CYWs, EAs and ECEs as needed.
- **Transition Program for Students with Special Education/Mental Health Needs.** This will also be a face-to-face program that will operate for 2 hours per day the week before school begins. We hope to be able

to run this program in all schools. Staff will be hired for 3 hours per day. We will look to hire principals, teachers, CYWs, EAs and ECEs as needed.

### **7. EA Allocation Process for 2020-2021**

We will be using the same process we have been for the last few years to staff our schools with educational assistants. A list of high needs students who have significant needs in the area of physical/medical, safety and/or behaviour are identified by schools. Documentation regarding their needs is reviewed by the Special Education board team. Additional consideration is given to students who have Learning Disabilities, are on the Autism Spectrum and/or who have Intellectual Disabilities. Once all this information is considered, an allocation of EA support is provided to each school. We aim to complete this process by the end of June where possible.

### **8. Special Education Plan 2021**

Catherine and Katie have reviewed the Special Education Plan from 2020 to see where we are with the completion of the action items we had identified. Once the action items were reviewed, the committee was asked to provide feedback for the next meeting. The feedback will assist in planning for the 2021-2022 Special Education Plan.

#### **Special Education Plan - Reviewing Action Items**

<b>Action Item from Plan</b>	<b>Status</b>
<p>Pg. 5 Continue to work on the creation of the documents that outline the various internal processes found in the special education department.</p>	<p>This has been started but is not completed. The SEA Equipment &amp; Technology policy and procedure has been revised and shared on the board website.</p>
<p>Pg. 5 Explore an online Referral Process that will allow both the Special Education and Mental Health departments to streamline this fairly intensive paper process. Explore the opportunity to use the new Powerschool Student Information System to generate such referrals.</p>	<p>This will be explored once Powerschool Student Information System is rolled out in the coming school year. Until then, the current paper process will remain.</p>
<p>P. 11 Encourage schools to include students in the IPRC and IEP process where appropriate (Grade 7 &amp; up).</p>	<p>Schools have been advised of this, however, this year's IPRCs were completed over the phone with a restricted amount of time provided. Due to covid restrictions, students may not have participated.</p>

<p>Pg. 12</p> <p>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.</p> <p>Complete another audit of IEPS in November 2020 and share results with school principals and RTs in December 2020. Follow up with another review in March 2021 of the same IEPS that were audited in the fall to determine the degree to which recommendations have been implemented.</p> <p>Ensure all new teachers hired who have not previously done the NCDSB IEP e-Hub course, complete this by the end of September 2020.</p>	<p>Our audit was completed in December and January of this school year and the results were shared with the school teams in March. Schools were encouraged to contact Katie and Catherine if support was required in understanding the results or their individual next steps. In addition, the results were presented at the March SEAC meeting.</p> <p>We have mentioned to school teams that it is our hope for them to complete their own audit of IEPs in Term 2.</p> <p>Schools have been reminded about accessing the IEP course for both new teachers to NCDSB and as a review for others.</p>
<p>Pg. 30</p> <p>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, 2020. Minutes of SEAC meetings will also be posted on a monthly basis. We will continue to explore additional community representatives on SEAC, particularly ensuring that we have a rep from one of our Indigenous partners.</p>	<p>A schedule of SEAC meeting dates and minutes of SEAC meetings 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>Pg. 39</p> <p>Continue to monitor and support the use of the Brigance Screen III for Year 2 Kindergarten and Grade 1 students.</p> <p>Screening will take place in December 2020 with a follow up for students at risk in June 2021. 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 2021 so that they can implement appropriate interventions based on the results of the Brigance. Revise and implement the Early Identification Student Profile by June 2021.</p>	<p>Students were assessed using the Brigance Screen III for Year 2 Kindergarten and Grade 1 students in the fall, and all assessments were completed by Dec. Results were shared with the school staff along with recommendations for intervention and next steps. Parents were informed of their child's results in a letter and activities were shared with parents to target the expectations through a board-created brochure. In addition, an Intervention Binder was provided to all RTs and classroom teachers outlining activities to help develop the skills assessed in the Brigance. This binder of activities will also be used by the Tutor in the Classroom in the spring to provide targeted support to students. Students that were determined to be at-risk in December will be reassessed in June.</p>
<p>Pg. 44</p> <p>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>Derek (SHKL) started his Comp. group in early October. He is currently on lesson 47 of 70. He is hoping to be done by the end of the year, but virtual learning may impact this.</p> <p>Erin (OICS) was trained in the 6-8 Comprehension and the students are progressing well.</p>
<p>Pg. 44</p> <p>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>We continue to support Resource Teachers and classroom teachers in understanding learning disabilities and suitable accommodations based on individual profiles. RTs have been reaching out to Katie and Catherine discussing IEPs as they relate to math. Most RTs continue to support students in math in some capacity.</p> <p>Teachers have been provided opportunities to explore the new math curriculum, and participate in sessions with Marian Small around math differentiation, groupings and Math Up.</p>

<p>Pg. 45</p> <p>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.</p>	<p>Support to schools regarding the School-Based Team have continued on a need basis. Principals continue to provide time in schedules to ensure that there is an opportunity for staff to come together to discuss struggling students.</p>
<p>Pg. 46</p> <p>In addition to the usual 35-40 assessment completed each year, provide up to 4 psychological assessments annually for students we suspect are ASD. This will be done through our contracted psychologist. Diagnosis of ASD is becoming very challenging for families in the north. Wait-lists are long and services are scarce.</p>	<p>Four students with complex needs were assessed by a contracted psychologist this school year: 1 in SPKP, and 3 at SJTM. All students received an identification, and the results have been shared with the schools and families. IEPs will be updated to reflect the recommendations.</p>
<p>Pg. 46</p> <p>Continue to 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 and is done in collaboration with our co-terminus English school board.</p>	<p>John Stark and his team continue to provide both assessments and language therapy to students within our school board. As part of this initiative all SK students with consent have received a screen, and additional assessments were provided to those students that did not pass the screen. Recently he travelled to BBS, conducted SK screens, provided intervention to a group of students and completed language assessments on students who were referred. Funding from Jordan's Principle helped support this process.</p>
<p>Pg. 54</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> </ol>	

## **9. Agency Reports**

### **The Lords Kitchen**

Food service is continuing as a takeout style due to the Pandemic. Services are provided every Thursday evening for dinner and every Friday morning for breakfast. The Lords Kitchen is accepting volunteers to assistance in cooking hot meals if anyone would like to volunteer.

### **VOICE for Deaf and Hard of Hearing Children**

May is Speech and Language Awareness Month and will be celebrating Dress Loud Day all month. Dress Loud can take place from the comfort of your home. Dress Loud also promotes activities for educators and families as well as fundraising ideas. See attached flyer for all the details. The VOICE 2021 annual conference is be held virtually on May 7 & 8. The conference is open to families and professionals.

### **Timmins Native Friendship Centre**

The Centre offers a wide range of programs from Prenatal to lifelong care. A full list of programs offered can be found on the website at [www.tnfc.ca/programs.html](http://www.tnfc.ca/programs.html)

A weekly hot lunch offered on Tuesdays and snack bags on Wednesdays. Drop offs are open to families who may be in need of extra support. All programs and services are open to all cultures and not exclusive to indigenous families.

Stephanie teaches literary and basic skills for the center through the Ministry of Training Colleges and Universities as well as the ACE program through Northern College.

Each member of the committee introduced themselves to Stephanie and the agency or role they have on the committee.

**10. Date of Next Meeting** – May 26, 2021 at 11:45am via WebEx invite

**11. Other Business** – N/A

### **12. Adjournment**

MOVED BY: S.Skalecki

THAT the meeting be adjourned at 12:45 p.m.

CARRIED

# VOICE

FOR DEAF AND HARD OF HEARING CHILDREN

## Celebrate Dress Loud Day 2021!



Support Speech & Language Awareness Month by celebrating with us all May long!

### Education

With the help from various Ontario Certified Teachers and teachers for the deaf, we have compiled helpful resources for educators to share with students and colleagues to help build education around the deaf and hard of hearing community. Resources can be found at [www.voicefordeafkids.com/resources](http://www.voicefordeafkids.com/resources)



### Support & Awareness

Celebrate Dress Loud Day ANY day in May from the comfort of your own home. Be sure to snap a picture wearing your most colourful and LOUD



outfits and tag us on social media at @voice4deafkids - everyone who participates and tags us in a photo will be eligible to be entered into a draw for fun and exciting prizes!

# VOICE

FOR DEAF AND HARD OF HEARING CHILDREN

VOICE relies on the generosity from the community to support families with children who are deaf or hard of hearing. Donate now at:

[www.voicefordeafkids.com/donate](http://www.voicefordeafkids.com/donate)

Questions? Email [admin@voicefordeafkids.com](mailto:admin@voicefordeafkids.com)

## Dress Loud Day 2021 Activities for Educators

On Saturday, May 1, 2021 we will be releasing ready-made lesson plans and activities for educators to share with colleagues and students in-class or virtually! The activities will be designed for wide-ranging age groups and are aimed at spreading awareness and building education around what it means to be deaf or hard of hearing.

## Dress Loud Day 2021 Activities for Families

May is Speech & Language Awareness Month and we'll be celebrating Dress Loud Day... ALL month long!

Join us from the comfort of your own home to celebrate and enjoy a month all about raising awareness for the deaf and hard of hearing community.

With the help from various Ontario Certified Teachers of the deaf, we have developed ready-made lesson plans and activities aimed at raising awareness and building education around the deaf and hard of hearing community. Learn more below!

For VOICE Members and our greater community, we encourage you not only to check out the helpful information and activities prepared for educators, but also take part in dressing LOUD! Pick any day in May to wear your most wild, colourful and fun outfit... and be sure to snap a picture for social media and tag us at @voice4deafkids - everyone who tags us in a picture will be entered to win a prize!

One last thing - if you are feeling motivated, fundraise for VOICE for Deaf and Hard of Hearing Children using the fundraising ideas below. Every dollar raised, no matter the amount, makes a meaningful difference at VOICE and helps us to continue our mission of advocating on behalf of and supporting deaf and hard of hearing children and their families.

Calling all VOICE Members and families! You can participate in Dress Loud Day... from the comfort of your own home! Pick any day in May to wear your most wild, colourful and LOUD outfit around your house (and if you're brave, your neighbourhood!) to support VOICE and the deaf and hard of hearing community. Don't forget to snap a picture of your fun outfits to post on social media and tag us at @voice4deafkids.com or email us a picture at admin@voicefordeafkids.com - **everyone who participates will be entered to win a super fun and exciting prize!**

## Dress Loud Day 2021 Fundraising Ideas

Fundraising for VOICE for Deaf and Hard of Hearing Children is easy and makes a meaningful impact on the families we support every day. Below are a list of fundraising ideas that you and your family, friends, class or colleagues can do to raise money to support VOICE. Looking to make an impact right now? Click [HERE](#) to donate now. Thank you for your incredible support.

1. **Set a goal and collect pledges from family, friends and coworkers!** Consider coming up with a fun challenge that your network can support - perhaps a 5km walk/run/bicycle/hike!
2. **Run a bottle drive for the month of May!** Let your family, friends, neighbours and coworkers know that your family is running a bottle drive in support of VOICE. Collect bottles at the end of the month and donate your returns to VOICE!
3. **Offer family car washes!** Pick a sunny day to take a walk down the street and offer \$10 car washes to your neighbours in support of VOICE.
4. **Tag us on social media!** Re-post our info in May to raise awareness for people who are deaf and hard of hearing and include our fundraising page at <https://www.canadahelps.org/en/charities/voice-for-hearing-impaired-children/> for those that want to support our cause.
5. **Have a garage sale!** Spring cleaning has arrived and you know what that means - garage sales! Pick a nice weekend in May to host a garage sale in support of VOICE. Invite your neighbours to do the same and make it a street event (social-distant safe, of course!).

Have an idea of your own? Amazing! Feel free to let us know about it and send us pictures, we'd love to share your support of our organization with our community!

### VOICE For Deaf and Hard of Hearing Children

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Please email us and we will respond with email or a call back if requested.