

Special Education Advisory Committee Meeting

Wednesday, March 24, 2021

11:45 p.m.

Northeastern Catholic District School Board

WebEx

MINUTES

PRESENT: Joel McCartney, Cochrane Temiskaming Resource Centre / Chair
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Ellen Renaud, North Eastern Ontario Family and Children's Services
Heather Demers, The Lord's Kitchen
Mackenzie Carrier, Community Living Timmins
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Amber Levesque, Child and Youth Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Mark Lionello, Canadian Mental Health Association
Susan St. Denis, Cochrane Temiskaming Children's Treatment Centre
Ron MacInnis, NCDSB Trustee

1. Welcome and Prayer

Joel McCartney 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: E.Renaud

BY: B.Richer SECONDED

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

4. Presentation on Virtual CYW Services at BBS & for the Virtual School

Amber Levesque a Child and Youth Worker for Bishop Belleau and the Virtual School guided the committee members in a look at the CYW services offered. The committee members and Amber participated in a question and answer period throughout the presentation.

The PowerPoint presentation has been included in the minutes of the meeting.

5. IEP Audit Results

Catherine Hoven presented to the committee the results of the IEP Audit.

An internal IEP audit was completed in December/January of this school year, with IEPs from each of our schools reviewed in order to identify strengths, areas that require greater attention and next steps. The Virtual School was included in this process this year. This is the 4th year that we have taken part in such a process.

As part of the sample, 3 to 6 IEPs from each school were compared against criteria. If the school had more than one RT, more IEPs were selected. The IEPs were selected ensuring that students in the following categories were represented:

- Learning Disability
- Non-identified
- Other

The list of look fors was similar to information that was collected last year to ensure that comparisons could be made between the data.

Strengths:

- All IEPs had SEA Equipment listed when a claim had been submitted
- Most IEPs had consistent formatting - 99%
- Most IEPs removed old reading data (BAS) - 97%
- Most IEPs included a complete and accurate development team - 96%
- Most modified IEPs included measurable and specific expectations - 93%
- Most IEPs listed the grade level of the modification following the expectation - 91%
- Most IEPs had current reading data listed(BAS) - 90%
- Most IEPs provided sufficient detail when noting the description and outcome - 89% of parent contact
- Most IEPs included a Transition Plan with action items and a timeline - 88%
- Most modified IEPs were validated with data - 87%

Areas Requiring Greater Attention:

These areas have improved from the previous year, but still require more attention

- IEPs need to include an Instructional reading level (BAS)
- IEPs with Math modifications must be supported with data (AAN, Show What You Know in Mental Math, ONAP, etc.)
- IEPs to include EQAO assessment data (Grade 3, Grade 6, Grade 9 Math, OSSLT)
- Instructional Accommodations should also be provided as Assessment Accommodations
- Strengths and Needs listed on the IEP must match the Strengths and Needs on the Statement of Decision
- Cognitive scores are to be listed if the student received a psychological assessment
- IEPs to specify the role of the RT in student programming when applicable (Empower, LLI, Math Intervention, etc.)
- IEPs to include a Holistic Learner comment that reflects the student outside of the school environment

Next Steps:

- Overall schools have improved in all areas when we compare this year’s results to the results from last year. Review school-specific data with Principals and RTs prior to completion of Term 2 IEPs
- Provide professional learning opportunities related to areas of need
- Continue with bi-annual IEP audit and provide schools with regular feedback to ensure greater compliance. Next fall, we will work with each of our schools to lead them through the audit process to ensure that the process becomes part of their school improvement. This has been completed for four years at the board level, and it is now time to hand ownership to the schools with our support.
- Continue to ensure that new teachers access the IEP course that we have created and housed in the eHUB.

6. Northern Support Initiative

6.1 Update for 2020-2021

This year’s allocation for NSI has changed somewhat as the funds have now been added into the Grants for Student Needs (GSNs). This means that it is no longer a year-by-year allocation from the Ministry that could be discontinued at any time. The move to the GSNs means this funding should, in theory, be more stable over time. Due to this change, our region has moved to a per pupil allocation based on enrolment. Our allocation for the 2020-2021 school year is **\$157,826.23**. A large portion of this allocation will be used to continue and expand the Speech Language Services provided to both NCDSB and DSBONE students in the northern and southern parts of both boards. Each board has set aside \$90,000 to support this program. The rest of our funds will be used to support summer learning programs, Tutors in the Classroom in May/June and Professional Learning/Coaching with Dr. Stephane Beaulne for all teaching and support staff, including principals.

Services as per contract/services selon le contrat			
Area of help/ domaine du soutien offert	Budget/ budget	Salary (Y/N)/ salaire(O/N)	Comments/ commentaires
Behaviour and social skills support/ soutien pour le comportement et les habiletés sociales	\$18,000.00	NO	Coaching/In-Class Supports through Dr. Stephane Beaulne
Diagnosis and indentification/ diagnostic et identification			
Language assessment/ évaluation linguistique			
Literacy and Learning disability intervention/ littératie et intervention pour les troubles d'apprentissage	\$33,000.00	Yes	Summer Learning Program for K-1 Students. Salaries for Administrator, Teachers and Support Staff; Tutors in the Classroom Program for 7 schools
Professional development/ formation professionnelles	\$16,826.00	NO	Release time for learning sessions with Dr. Stephane Beaulne
Program similar to CTCC/ programme semblable au STGC			
Psychologist/ psychologue			
Social services/ services sociaux			
Speech-Language Pathologists/ orthophonistes	\$90,000.00	NO	NCDSB Half of Therapy Path Contract for NSI for 2020-2021 School Year
TOTAL FUNDING	\$157,826		

7. Agency Reports

Cochrane Temiskaming Resource Centre

Communication has been given from the Porcupine Health Unit that a clinic will take place for Cochrane Temiskaming Resource Centre clients that are supported residentially. Staff continue to access vaccinations to ensure the health and safety of both staff and clients.

Services continue to be offered virtually. Occasionally in person, psychological assessments are conducted depending on the geographic area and infection rates.

8. Date of Next Meeting – April 21, 2021 at 11:45am via WebEx invite

9. Other Business – N/A

10. Adjournment

MOVED BY: S.Skalecki

THAT the meeting be adjourned at 1:15 p.m.

CARRIED

Virtual Child & Youth Worker

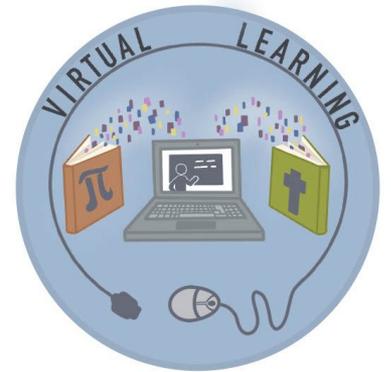
NCDSB Board of Trustee Presentation

Introduction

I am Amber Levesque. I am a Child and Youth Worker for North Eastern Catholic District School Board. I am working with students in our K-8 Virtual School and students at Bishop Belleau Catholic School in Moosonee.

I provide social emotional learning skill development to students through digital platforms, such as google meetings and ehub/brightspace.

I provide weekly whole class virtual lessons to each class and some additional support through small groups.



Role of Child and Youth Worker

Support-various student needs to ensure student can successfully participate in the classroom and school yard

Advocate-provide students the skills to advocate for themselves and ensure their rights/needs are being met. Refer students to external resources (ex: counselling)

Facilitate-provide whole class lessons and small group sessions that are informative, interactive and fun for all students

Skill Development-develop achievable and measurable goals for student success

Mental Health Awareness-promote various mental health awareness campaigns

Supporting Student Needs

Virtual

Foster social connections

Promotes mental health awareness

Encourages “brain breaks”

Parental support

Referrals for external resources

*Students are struggling with isolation due to COVID-19 and diminished social connections

BBS

Promote healthy relationships

Positive social connections

Provide referrals/links to community to assist with trauma

Promote regular school attendance

Mental health awareness

*Many students face socio economic challenges and past trauma

Mental Health Awareness

So far this year we have worked on promoting the following campaigns:

Orange Shirt Day

Anti Bullying Week

Bell Let's Talk

Pink Shirt Day

#Bell Let's Talk

One of our student's favourite lessons was on #Bell Let's Talk! The students were very creative and open. We are working hard to ensure all students and staff feel safe to reach out for help!

Link to our virtual promotional video:

<https://spark.adobe.com/video/NxzdjKpYqFKV5>

Link to BBS promotional video:

<https://spark.adobe.com/video/dVX4MpnZT7KY5>



Anti Bullying Week 2020



Anti Bullying Week 2020 was celebrated the week of November 16-20th in Canada. Students at BBS were very passionate about kindness and bullying prevention. This was the first video we created together! We worked on posters together during a classroom session. The following week, I presented the video displaying their beautiful posters. They were so excited to see themselves and peers in the video!! They laughed, called out students names and begged to play it over and over! Students were so proud of their accomplishments!

BBS Anti Bullying video link: <https://spark.adobe.com/video/2qIPUuA02ICfS>

Whole Class Lessons

Class sessions vary depending on grade, student needs and class interests. Here are some of the topics we have been working on this year!

Stress Lessons - with Indigenous perspective and support of Indigenous Support Worker

Nunavummi Lessons - Indigenous social emotional book series

Identifying and managing feelings

Coping skills

Positive self talk

Listening Skills

Tucker the Turtle - Self regulation skills

Accessing help and services in the community (ex: kids help phone)

Cyber Safety

Building Self Esteem

Games & Activities

Lessons are delivered with a variety of mediums, such as: videos, stories, group discussions, songs, arts/crafts, games and activities. Here are a few of the fun activities we have experienced so far:

Listening skills - Simon Says, I went shopping, mirror mirror, odd one out, freeze dance

Feelings- charades, team competitions guessing scenarios, pictionary, scavenger hunt

Self Esteem - Zentangle Art to learn to embrace mistakes

Anti Bullying - Graffiti Wall Challenge

Stress - created their own stress balls, sensory bottles and medicine wheels

Coping Skills - Yoga bingo, breathing exercises

Kids help phone self quest map

Pink Shirt Day - Posters and Mr. Robertson's Pie in the face

Kahoot - follow up/reflection for various topics

Student Engagement BBS online - morning guess the pic to win a prize!

Collaboration with Indigenous Support Workers

Virtual lessons offers a unique opportunity to foster connections with various supports and staff members throughout the board. We have been fortunate to have the support of our Indigenous Support Workers to collaborate and share their wisdom with our students!

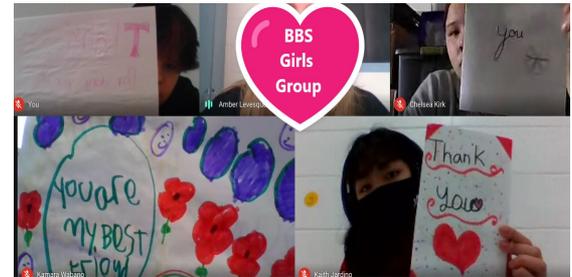
Nunavummi lessons - book series on social emotional learning. Vicki created recordings of the series as a read aloud for students.

Stress Lessons - collaborated with Ryan how indigenous culture manages stress through use of medicine wheel, smudging, importance of the bundle and mediating

BBS Girls Group

CYW was asked to work with girls from BBS grade 5-8 class, as many were very shy and quiet. Throughout the year, the group has explored a variety of topics including:

- develop self esteem
- goal setting skills
- Healthy relationships
- Positive self talk
- Fosters an opportunity to build positive connections with peers
- Gratitude, thankfulness and encouragement
- Female Indigenous Role Models



Challenges

Virtual

Lack of engagement/attendance

Turning off camera and tuning out

Ehub limitations with camera allowances (only 9 people can have cameras on at once)

Ehub videos will play but students cannot hear

Google meetings no private chat available

BBS

Masks on students in Moosonee hard to identify who is who in class setting

No smart board-using projector and laptop

Interference of using individual computers

Lack of regular student attendance

Success

Students are excited for lessons

Students are able to share and connect with their peers

Fostering empathetic and non-judgmental atmosphere, safe place to share

Through role play scenarios preparing students for positive social interactions

Offering time of reflection on choices and life experiences

Creating a culture of kindness and mental health awareness - its ok not to be ok and reach out for help

Providing students with the opportunity to learn ways to access help and reach out

Providing support for parents

Obtaining external services/supports for students

Social emotional learning skill development

Evidence

- Grade 5 Virtual student submitted email to his teacher explaining he was feeling overwhelmed and required a day off to improve his mental health
- SK student returned to school at the start of term 2 from virtual platform. The student was able to explain and share all the steps of Tucker the Turtle
- Girls Group students went from being off camera, to on camera, being shy to willingly share experiences in the group and in whole class setting. Self esteem is building over time. Being able to identify positive role models and being looked up to from their peers
- Student from the girls group sharing how much she enjoys the group and its helped her. She didn't know she could be a paramedic when she grew up!
- During our lesson on self esteem, students were asked to create a list of 5 things they do well. One student was struggling and said she could not think of anything! 2 students popped right in with things this student does well.
- We talk about kindness and the importance of it contributing to our own self worth. Students are actively going out and making an effort in their community (ex: garbage pick ups)
- Families becoming engaged in mental health awareness campaigns by sending in photos and videos!

Students have asked for:

We conducted a student survey to see what they had to say about Whole Class sessions:

-Longer sessions

80% of students enjoy CYW sessions

-one on one sessions

-more crafts

-more gross motor activities

-more time for social connections - getting to know each other

-explore more mental health topics

-discover more ways to calm themselves

-opportunities to practice social skills like initiating and maintaining conversation

Change is coming.....

We often hear a lot of negative comments regarding our younger generations. The world is changing and evolving everyday and so are our students. There is a big change when it comes to mental health awareness and the discussions happening. The conversations students are having at home, feelings they are willing to share and the knowledge they convey is progress!

I feel really proud to be apart of this change. To be apart of something new, a new way to think about things, a new way to do things and being open to change.

This has been a really unique experience and I am learning something new every day! The possibilities are endless!

