

Special Education Advisory Committee Meeting

Wednesday, February 23, 2022

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
Mackenzie Carrier, YMCA Childcare Supervisor
Sarah McSheffrey, Cochrane Temiskaming Children's Treatment Centre
Heather Demers, The Lord's Kitchen
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Kim McEntee, Supervisor of Mental Health
Lisa Lamarche, Behavior & Autism Specialist
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

1. Welcome and Prayer

Joel welcomed everyone, led the group in prayer and land acknowledgement

2. Approval of Agenda

MOVED BY: S. Skalecki

BY: C. Landers SECONDED

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: B. Richer

BY: C. Landers SECONDED

THAT the minutes of February 23, 2022 be approved as presented.

CARRIED.

4. Update on Special Education/Board Funding

The committee was provided with a copy of the Special Education memo Grant Changes for 2022-23 the Ministry of Education sent on March 25, 2022. Daphne explained that the memo addresses grant changes to expect for the 2022-23 school year and provided a historical funding chart from 2013-2023. See page 4 of the minutes for the historical funding chart.

5. Professional Learning Opportunities

5.1 April 4th PA Day

Effective January 31, 2022, the Ministry of Education implemented the Keeping Students Safe policy framework which sets the parameters for Ontario school boards to create local anti-sex trafficking protocols. This new policy will ensure every school board has a plan with core components in place to protect students and empower school communities to play a key role in fighting sex trafficking and keeping children and youth safe from sexual exploitation. Working in conjunction with other Catholic school boards, the NCDSB has created a protocol for use in our schools, and we have been engaging various stakeholders in supporting staff learning and implementation planning.

The goal of the protocol is to support coordinated action by community partners, including school personnel, to prevent, identify, and recognize sex trafficking and to develop responses that would support early and appropriate intervention. Under the direction of the Mental Health Leader, the NCDSB has taken an initial step to work with coterminous school boards and local police partners to share key information and provide training directly to our CYWs and Mental Health Workers. As a next step, during the April 4, 2022 PA day, all education staff will be engaged in an introductory learning session to better understand the current reality of sex trafficking in Ontario and the roles school staff may play in mitigating this issue. As part of the day, a local police partner will provide educators with practical and useful information to help them readily recognize signs that youth may be involved in sex trafficking. Educators will also be provided with a series of resources and lessons they can use in the classroom to support student skill development in areas that can help keep them safe, including online awareness/cyber-safety, as well as the concept of consent and personal protective measures. Our professional learning relating to this topic will continue throughout the spring with direct engagement with School Principals regarding the implementation of protocol practices and responsibilities. In line with the Ministry of Education's provincial priorities, learning related to Anti-Sex Trafficking will also continue into the 2022-2023 school year.

In addition to this work, all educational assistants who are working on the PA day will participate in an afternoon learning session on ADHD. Finally, the Kindergarten teams (teachers and ECEs) will be working with Daphne on some early literacy learning.

5.2 Literacy Committee

On October 3, 2019, the Ontario Human Rights Commission (OHRC) announced a public inquiry into human rights issues that affect students with reading disabilities in Ontario's public education system. The Right to Read inquiry, which focused on early reading skills, found that Ontario's public education system is failing students with reading disabilities (such as dyslexia) and many others, by not using evidence-based approaches to teach them to read.

The Right to Read inquiry report highlights how learning to read is not a privilege but a basic and essential human right. The report includes 157 recommendations to the Ministry of Education, school boards and faculties of education on how to address systemic issues that affect the right to learn to read. The report combines research, human rights expertise and lived experience of students, parents and educators to provide recommendations on curriculum and instruction, early screening, reading interventions, accommodation, professional assessments and systemic issues. Implementing the OHRC's recommendations will ensure more equitable opportunities and outcomes for students in Ontario's public education system.

We are trying to get ahead of this by looking closely at current literacy practices in early primary classrooms to see what revisions to current practice or the addition of new practices might be needed. Daphne has selected key teachers and Kindergarten teams from each school, including both English and FI staff to come together to do this work. Our first meeting is on April 5th. Our work will begin with some shared learning about the Science of Reading and Structured Literacy programs. We will share more with you at each meeting about our progress.

6. Learning Recovery Plans

6.1 Tutors in the Classroom

The Ministry of Education has provided our board with a significant amount of money to offer tutoring to our students from K to grade 8. We have \$96,000 for April 1st to August 31st and another \$96,000 for September 1st to December 31st. There are many, many things we could do with these funds; however, we are really struggling to hire staff. These positions can be filled by teachers, EAs, ECEs, post-secondary students and even high school students based on the Ministry directive. At the present time, we have been able to hire about 11 tutors for elementary schools. These post-secondary students have already started work. We hope to find more once their school year is finished. We are also exploring Saturday morning programs.

6.2 OFIP Tutoring

As we have for many years, we will be offering OFIP tutoring to support the preparation of grade 3 & 6 students for EQAO. Each elementary school has been allotted 10 hours of tutoring by a qualified teacher. At the present time we have been able to secure tutors for 5 schools. Principals are trying to secure someone in those schools currently without anyone who has applied. This tutoring is to take place between mid-April and the end of May.

6.3 Summer Learning/Transition Program

We are in the preliminary planning stages for our summer learning and transition programs. We have been provided with about \$80,000 for the August program. We also have funds through our After School Skills Development Program for students with Autism to support the August program. We have also had confirmation that we will have CODE funding for our July Summer Learning program. This will be offered in person where there is sufficient enrolment and virtually for schools that have interested students, but where we cannot run an in-person program. We will be using the tutoring funds, CODE funding and NSI funds to support the July program. Our greatest challenge will be to find staff who are willing to work the month of July.

7. Enrolment for September 2022

We currently have 108 students who have registered for Year 1 Kindergarten. A number of these students have special needs. Catherine and Katie continue to collect information to support a smooth transition to school for these students. We are just starting the staffing process and will be reviewing enrolment in all grades and programs at each school to maximize funding and opportunities for our students.

8. Agency Reports

Cochrane Temiskaming Children's Treatment Centre

In person services have resumed while maintaining virtual services as an option.

Cochrane Temiskaming Resource Centre

In person services have been increasing across the professional resource teams while maintaining pandemic safety guidelines.

The Lords Kitchen

Take out style food service is continuing for the time being. There has been an increase in individuals accessing the breakfast and dinner programs.

9. Date of Next Meeting – April 27, 2022 at 11:45 via WEBEX

10. Other Business – N/A

11. Adjournment

MOVED BY: S. Skalecki

THAT the meeting be adjourned at 12:50 p.m.

CARRIED

SEAC Notes
March 30, 2022

4. Update on Special Education/Board Funding

YEAR OVER YEAR FUNDING FOR SPECIAL EDUCATION

YEAR OVER YEAR FUNDING FOR SPECIAL EDUCATION										SEPPA BENCHMARKS		
Year	SEPPA	SEA Per Pupil Amount	High Needs Amount	Differentiated Sp Ed Needs Amount	Multi-Disciplinary Team	Behaviour Expertise	Other Staffing Resources	After School Skills Dev	TOTAL SPEC ED FUNDING FOUND ON SECTION 2	JK-Gr. 3	Gr. 4-8	Sec
2013-2014	\$ 1,512,960.00	\$ 61,065.00	\$ 2,654,245.00			\$ 90,076.00			\$ 4,421,125.00	\$ 924.62	\$ 710.22	\$ 468.70
2014-2015	\$ 1,599,223.00	\$ 75,325.00	\$ 2,779,217.00			\$ 90,097.00			\$ 4,605,605.00	\$ 933.42	\$ 716.98	\$ 473.65
2015-2016	\$ 1,601,456.00	\$ 76,042.00	\$ 2,630,723.00			\$ 90,035.00			\$ 4,458,256.00	\$ 931.12	\$ 715.22	\$ 472.48
2017-2018	\$ 1,744,060.00	\$ 79,605.00	Discontinued and replaced with the Differentiated Sp Ed Needs Amount	\$ 1,978,897.00		\$ 92,792.00			\$ 4,432,686.00	\$ 975.77	\$ 749.52	\$ 494.90
2018-2019	\$ 1,690,342.00	\$ 76,340.00		\$ 2,000,571.00	\$ 456,017.00	\$ 97,688.00	\$ 42,937.00		\$ 4,423,895.00	\$ 988.82	\$ 759.54	\$ 501.47
2019-2020	\$ 1,816,611.00	\$ 79,657.00		\$ 2,025,051.00	\$ 397,684.00	\$ 197,515.00	\$ 51,715.00	Provided as a PPF	\$ 5,088,107.00	\$ 1,015.60	\$ 780.12	\$ 515.04
2020-2021	\$ 1,855,836.00	\$ 79,043.00		\$ 2,098,312.00	\$ 405,103.00	\$ 200,883.00	\$ 53,384.00		\$ 5,219,458.00	\$ 1,035.38	\$ 795.31	\$ 524.95
2021-2022	\$ 1,981,959.00	\$ 83,362.00		\$ 2,125,702.00	\$ 408,582.00	\$ 203,604.00	\$ 54,046.00		\$ 52,817.00	\$ 5,530,380.00	\$ 1,044.06	\$ 801.98
2022-2023		increase from \$36.10pp to \$39.46		\$ 2,240,183.00			\$ 56,422.00					

***Notes**

1. These numbers do not include the Northern Support Initiative Funding that has been provided since 2018. We have been notified that our region will be receiving an additional \$600,000 to share. This cooperative chose to move to a per pupil amount allocation rather than a plan-based allocation in 2021-2022. We received \$192811 in funding for this year. This includes the old ISNC amount. It is our understanding that additional funds for 2022-2023 will also be provided through a per pupil amount.

2. We have deferred NSI dollars to use as well. \$77613

3. We are projecting a surplus of \$467,682 in spec ed general. We used some of this over the past couple of years to purchase our LEXIA licenses.