

Special Education Advisory Committee Meeting

Wednesday, May 29, 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
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: E. King

SECONDED BY: C. Landers

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: M.Carrier

SECONDED BY: J. McCartney

THAT the minutes of April 17, 201* be approved as presented.

CARRIED.

4. **Integrated Services for Northern Children (ISNC) Funding** **4.1 2018-2019 Summary**

Daphne shared that the Integrated Services for Northern Children Funding was fully spent over the 2018-2019 school year. As you can see from the chart below, 26 students received psycho-educational assessments, 30

students received language services (both/or assessment & therapy), and 20 students were supported for behavioural needs at lunch or through home instruction. As the banker board for this initiative, we receive a small amount for the administration of the program.

COST CATEGORY	AMOUNT
Psycho-Educational Assessments – 26 Students	\$20492.54
Language Services – 30 students	\$4955.21
Orientation & Mobility Services – 4 students	\$2160
Behavioural Supports – 20 student	\$21822.25
Administration/Office Expenses for being Banker Board	\$14,437
TOTAL	\$63867

4.2 2019-2020 Agreement

At the present time, we have not yet received the transfer payment agreement for the 2019-2020 school year. However, we have been reassured that this program will continue. Depending on the possibility of other funding related to special education, we will need to review how we would like to spend these funds closer to the beginning of the school year to ensure that we are using this money as wisely as possible. Just a reminder that these funds are to be used in the areas outside of Timmins.

5. Special Education Plan 2019-2020

Daphne request feedback about any possible action items that should be included in this year’s plan. They were as follows:

6. Tutors in the Classroom: A Focus on our Earliest Learners

Catherine shared that all elementary schools but BBS, Sacred Heart KL and St. Joseph have secured a Tutor. Pope Francis has two tutors (I believe Betty offered her tutor to Darren, as there was such a need at Pope Francis.)

Training has already taken place for the following schools: Aileen Wright, St. Anne, St. Pat’s Kapuskasing, Pope Francis, St. Patrick Cobalt and English Catholic Central School. Tutors were provided with a binder of activities to support the areas of Physical Development, Language Development, Literacy and Mathematics Development. The tutors will be working with students who flagged at-risk in the Brigance assessment. We have left it up to Principals and RTs to decide which students will work with the tutors. These students will be retested in June to determine the effectiveness of the intervention.

I have since added additional activities to these binders and am in the process of sharing two binders with each school. These binders will be shared with classroom teachers in the fall. Karen Bernard is working on including French resources for FI educators.

Training for St. Jerome will happen this Thursday, and I will spend some time with Mackenzie before she starts in June.

7. Special Education Audit – June 18-20, 2019

Daphne shared that the special education department is undergoing an internal audit in June. This is a process used annually by our district school board to review internal processes in an effort to improve our practices, and ultimately improve student achievement. Each year a different department is chosen. This audit is being done a little differently than we have experienced in the past, as it will be done through focus group conversations. Seven groups of stakeholders have been identified:

- Community Partners
- Principals/VPs
- Resource Teachers
- Teachers
- EAs/ECEs/CYWs
- System Staff
- Parents

In each of these groups, we have endeavoured to ensure that all regions of our board have been represented. We have also worked hard to ensure that all schools and that both elementary and secondary are represented across the 7 groups. The focus group conversations will be based on the following questions:

1. Please identify three of the district's strengths in the provision of special education programs and services.
2. Please identify three of the district's challenges in the provision of special education programs and services.
3. Please identify opportunities for growth and development in the provision of special education programs and services over the next two to three years.

We hope to receive feedback on the following things:

Special Education Audit Interview Topics

- District special education initiatives
- Special education policies and procedures
- Program and service planning
- Identification and monitoring of exceptional pupils
- Delivery of programs and services to students with special education needs
- Alignment of special education resources and support services to student needs
- Special education expenditures and funding

Special Education Audit Interview Focus Areas

- System and school-based roles and responsibilities
- System and school-based procedures
- Resource allocation (including staffing)
- Transition planning
- Parental engagement

- Technology
- Internal and external communication protocols
- Community agency collaboration
- Staff development, capacity building and leadership

The auditors will compile a report and we will be sure to share it with SEAC in the fall.

8. Agency Reports

Community Living Timmins

We have been continuing to work on a school transition package, which will help with the early intervention of children with areas of concern. We have discussed using the Nipping-screening tool, 2 times before entry to school, but we will be finalizing our strategies in the coming months.

VOICE for Hearing Impaired

The new website launched on May 28, 2019. The Voice Summer camp is taking place the weekend of August 10, 2019. Attending this two-night weekend getaway will give parents and their children the opportunity to interact and meet other families who are affected by deafness and hard of hearing.

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 September 2019.

9. Date of Next Meeting

The next meeting will take place via tele or videoconference Wednesday June 19, 2019, at 12:15 a.m. at Northeastern Catholic District School Board.

10. Other Business

Attached letter to Honorable Lisa M.Thompson dated February 5 and April 21, 2019 read.

Additional funding has been allocated to the Corrie Brownlee psychometrists Bassis & Carter for the summer. The additional funding will allow for 6-8 assessments to be completed. By the year of the school year, each school will have received four assessments with the exception of Bishop Belleau School.

Two Resource Teachers have also been hired to develop procedures for Special Education.

Summer Learning Program

We are very excited to be collaborating with DSBONE on two summer learning opportunities for our students. An early learning program that will focus on oral language will take place in Kapuskasing, Cochrane, Timmins, Kirkland Lake and New Liskeard. A math program for students in grade 3-6 will take place in Timmins and New Liskeard as well. Both programs will require a minimum of 15 students per class in order to be viable. Staff from both school boards have been, or are in the process of being hired to support these programs. A full report will be provided to SEAC in the fall.

11. Adjournment

MOVED BY: J. McCartney

THAT the meeting be adjourned at 12:45 pm.

CARRIED.



Conseil scolaire Viamonde
csviamonde.ca

tout est possible

RECEIVED

APR 26 2019

SUPERINTENDENTS' OFFICE

Toronto, le 5 février 2019

L'honorable Lisa Thompson
Ministre de l'Éducation
900, rue Bay
Édifice Mowat, 22^e étage
Toronto (Ontario)
M7A 1L2

Madame la Ministre,

Le Conseil scolaire Viamonde désire apporter son appui au projet de loi 44. En effet, nos membres du Comité consultatif de l'enfance en difficulté (CCED) appuient le projet de loi qui modifie la *Loi sur l'éducation* pour prévoir que les conseils scolaires doivent mener des activités afin de faire la promotion de la sensibilisation à l'ensemble des troubles causés par le syndrome alcoolisation fœtale (SAF) et de la compréhension de ces troubles, y compris des pratiques exemplaires qui permettent d'appuyer les élèves susceptibles d'en être atteints.

De plus, nous demandons que les troubles d'alcoolisation fœtale soient reconnus comme anomalie d'ordre neurologique, sous le diagnostic et type de difficulté : trouble d'alcoolisation fœtale.

Dans l'attente de votre réponse, nous vous prions d'agréer, Madame la Ministre, l'expression de nos sentiments distingués.

La présidente du Conseil, La coprésidente du CCED, Le coprésident du CCED,

Sylvie A. Landry

Manoushka Aimable

Benoit Fortin

c. c. Membres du Comité consultatif de l'enfance en difficulté
Monsieur Martin Bertrand, directeur de l'éducation
Présidences des CCED des conseils scolaires de l'Ontario





Special Education Advisory Committee (SEAC)

April 21, 2019

Honourable Lisa M. Thompson, Minister of Education

Ministry of Education

Mowat Block, Queen's Park

Toronto, Ontario

M7A 1L2

RE: Exclusion of Students with Disabilities from School

Dear Minister Thompson,

I am writing on behalf of the Toronto District School Board's (TDSB) Special Education Advisory Committee (SEAC). Our SEAC includes 8 Community Representatives and eleven Associations whose responsibility is to provide advice on how Ontario's education system can better meet the needs of over 46,000 students with special education needs at TDSB.

We write to you today about a deeply concerning issue that affects students with disabilities across the province – namely, their exclusion from school. Currently, too many families contact our associations telling us they have been told that their child not attend school at all, or has been permitted to attend school for only part of the school day. This burden falls disproportionately on students with disabilities and often has the effect of denying them a meaningful opportunity to access a fulsome education.

As you know, students can find themselves excluded from school, outside the discipline process. A principal may formally tell them they are refusing to admit them under s. 265(1)(m) of the Education Act. A school may tell them they are directed to only attend part of the day as a modified school day under Ontario regulations. A principal may just informally tell the family to pick up their child and keep them home. School Boards are not provided with clear direction on how to track such situations consistently and transparently. As a result, there is no provincial data that tracks how much school students with disabilities miss on a regular basis. This is in part because the provincial attendance and registration guidelines provide no structure or direction; therefore this process is left with individual school boards to manage. This results in lack of cohesion and consistency provincially. TDSB staff, in consultation with SEAC, is working on the documentation of such absences, but this practice should not be left to the advocacy efforts of individual SEACs and Board staff.

We at TDSB SEAC would like to see this situation changed. To this end, we appreciate the recent announcement by the Ministry that it would begin a consultation process on exclusions and modified school days. Prior to the beginning of this process, we would further like to encourage the Ministry to:

- 1) Ensure that provincial directives related to tracking attendance, in all 72 school boards, include a mechanism to identify those occasions where students with disabilities are excluded or unable to attend school as a result of a lack of appropriate support or care. To be clear, this mechanism would not capture those occasions where parents voluntarily kept their child out of school; and
- 2) Issue a policy direction to school boards, imposing restrictions on when and how a principal may exclude a student from school for all or part of a school day.

With respect to our recommendation, the Minister may be interested in the motion passed by our SEAC last year [\[link\]](#), as well as work of the Board of Trustees, on the issue of exclusion. Our policy recommendation contains a number of key provisions designed to minimize the problems associated with exclusion from school and promote meaningful access to education for students with disabilities.

Should you have any questions, please do not hesitate to reach out.

Yours Truly,



Richard Carter, P.Eng.

Chair of SEAC

Toronto District School Board

cc: Honourable Doug Ford, Premier of Ontario

Ms. Nancy Naylor, Deputy Minister of Education for Ontario

Dr. John Malloy, Director of Education for the Toronto District School Board

Board of Trustees for the Toronto District School Board

All SEAC Chairs in the Province of Ontario