

Special Education Advisory Committee Meeting

Wednesday, November 18, 2020

11:45 p.m.

Northeastern Catholic District School Board

WebEx

MINUTES

PRESENT: Joel McCartney, Cochrane Temiskaming Resource Centre / Chair
Kim Bordignon, Cochrane Temiskaming Children's Treatment Centre / Vice-Chair
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Heather Demers, The Lord's Kitchen
Mark Lionello, Canadian Mental Health Association
Stan Skalecki, NCDSB Trustee
Ron MacInnis, NCDSB Trustee
Jennifer Dunkley, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Sean Robertson, Principal of Virtual Learning School
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Mackenzie Carrier, Community Living Timmins
Ellen Renaud, North Eastern Ontario Family and Children's Services
Daphne Brumwell, Superintendent of Education

1. Welcome and Prayer

Joel McCartney welcomed everyone and led the group in prayer.

2. Approval of Agenda

MOVED BY: S.Skalecki

BY: K.Bordignon SECONDED

THAT the agenda be approved as presented. CARRIED.

3. Approval of Minutes

MOVED BY: B.Richer

BY: K.Bordignon SECONDED

THAT the minutes of October 21, 2020 be approved as presented. CARRIED.

4. Psychological Services Presentation by Jennifer Dunkley

We have set aside \$60,000 to support psychological assessments over the 2020-2021 school year. As we would do every year, each school will be provided with a specific number of assessments based on need. These assessments will be completed by Catherine under the on-going supervision of Dr. Bonnifero or by Corrie Brownlee with Bassis and Carter. In addition, we will be working to ensure that all students currently in a specialized classroom (St. Joseph, St. Jerome and St. Pat's Cobalt) have the necessary assessments. Finally, we will also ensure that students who have been waiting for an assessment related to Autism Spectrum Disorder through a community partner for too long receive the necessary assessment this year with us. These assessments will be done through a local psychologist, as they require a wider battery of assessments.

5. Virtual Program Presentation by Sean Robertson

Sean, Principal of the Virtual Learning School and was able to guide the committee members in a day of teaching and learning for members of the Virtual Learning School. The PowerPoint presentation has been included in the minutes of the meeting.

6. Bishop Belleau School Update

We are pleased to share that we have hired a principal for BBS. Kevin Wendling brings over 27 years of experience to the school community, including work as a headmaster in the private system, work as a principal in the public Catholic system and overseas in an International school in Korea. He is excited about this new adventure. This means that we were able to avert the need for the whole school to go virtual. Kevin arrived in the community on Monday and is looking forward to getting to know the staff, students and their families.

7. November 6th Professional Activity Day Summary

All Education Assistants engaged in a recertification session for our Behaviour Management System in the morning. We were not able to engage them in the physical component due to Covid restrictions. We will have to determine how to manage this once protocols are lifted. In the afternoon, two of our Educational Assistants who are working in our virtual program led the rest of the Educational Assistants in a session related to supporting students in the on-line environment. They did a fantastic job and the session was very well received by their peers.

All Teachers engaged in a review of the de-escalation strategies related to the Behaviour Management System. This was presented in the context of emotional coaching so that staff were able to learn more about how to use language to support anyone who is struggling with the social-emotional well-being.

8. Agency Reports

VOICE

The annual general meeting is scheduled virtually for Saturday November 21, 2020. Voice is also conducting weekly webinars in supporting parents on a variety of topics. Covid and hearing loss. The next webinar is scheduled for December 16, 2020 and the topic is I CAN! Engaging with the LSL Certified Auditory-Verbal Village. To register visit www.voicefordeafkids.com

Canadian Mental Health Association (CMHA)

During the last months throughout the Covid pandemic, the Canadian Mental Health Association has been working on creating a more assertive outreach component to the housing, justice and case management for difficult clients. The number of individuals who present with high or complex needs has increased significantly. The ability to support those in need has been compromised due to lack of supports and resources. CMHA is looking to collaborate with community members such as Living Space and the Cochrane District Social Services Administration Board (CDSSAB), South Cochrane Addition Services and Ontario Aboriginal Housing. The goal is to place clients in safe affordable units that are available and assist in the maintenance of the unit. Helping to maintain the unit when the clients are struggling with serious and persistent mental illness, pervasive addictions issue and substantial trauma has presented a challenge. Moving forward on working with community partners and plans to support individuals should assist in supporting the needs of the clients.

9. Other Business – None

10. Date of Next Meeting – December 16, 2020 at 11:45am via WebEx invite

11. Adjournment –

MOVED BY: S. Skalecki

THAT the meeting be adjourned at 12:55 p.m.

CARRIED.

NCDSB K-8 Virtual School

SEAC/Board Meeting Presentation

November 18, 2020

Context

Ontario



Policy/Program Memorandum No. 164

Date of Issue: August 13, 2020

Effective: Until revoked or modified

Subject: Requirements for Remote Learning

Application: Directors of Education
Chairs of District School Boards
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Executive Director, Provincial and Demonstration Schools

What fully-online learning will look like for Ontario students who stay home this fall



Parents have option to keep children away from school to reduce risk from COVID-19



Mike Crawley · CBC News · Posted: Aug 06, 2020 4:00 AM ET | Last Updated: August 6



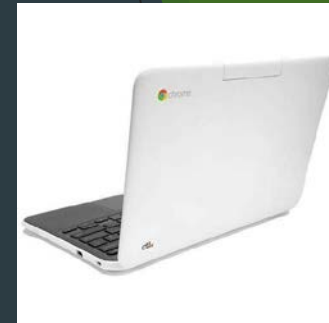
Parents of Ontario students of all ages, from kindergarten through Grade 12, have the option to not send them to class this fall amid the COVID-19 pandemic. School boards are obligated to provide remote teaching to those who make that choice. (Erik White/CBC)

NCDSB K-8 Virtual School

- ▶ School Structure and Staffing:
 - ▶ 12 Classes, FDK- Grade 8
 - ▶ Full-Day Kindergarten: An ECE is shared between the two FDK classes along with a teacher for each classroom
 - ▶ Every other class is staffed with a teacher, along with EA support (one per class)
 - ▶ Additional staffing allows a focus on small group instruction and intervention

- ▶ A Child & Youth Worker is shared between the Virtual School and Bishop Belleau
 - ▶ Predominant focus on whole-group support through stress and anxiety reduction lessons
 - ▶ Ability to consult with families and provide referrals to other services
- ▶ Additional support is provided by 'home school-based' Resource Teachers for students with special needs
- ▶ Information technology support for families is provided by Virtual School staff, as well as the Information Technology Department

What Does the Virtual School Look Like?



Doyle - Grade One Virtual 2020 - 2021

 Sean Robertson

Content
 Virtual Classro...
 Mathseeds
 Portfolio
 My Portfolio
 Classlist
 Kids A-Z
 Award

Doyle - Grade One Virtual 2020 - 2021

Afternoon Meeting Start recording

You have joined the audio Conference

Jennifer Hong
 Alexis Salskyville
 Felix Newton
 Isabella Odige
 Jordyn Carpenter
 Klara Fortner Deuc...
 Parker Deatty
 Sybil Ward
 Yaida Kennedy-H...
 Wesley Hewitt
 Wyatt Welch

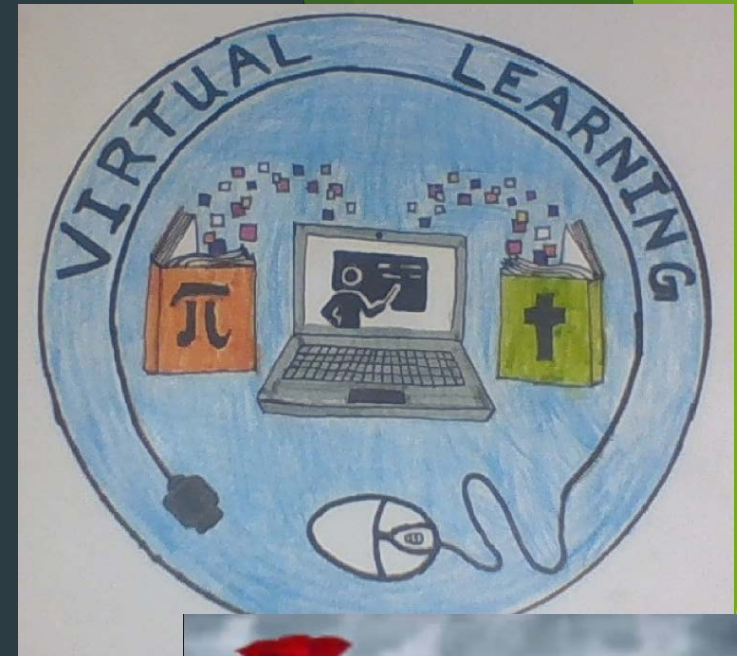
G Suite



| Grade Level of Students | Daily Minimum Synchronous Learning Time Requirement* |
|-------------------------|--|
| Kindergarten | 180 minutes |
| Grades 1 to 3 | 225 minutes |
| Grades 4 to 8 | 225 minutes |

Creating a Sense of Community

- ▶ Weekly Letters to Families
- ▶ Facebook page
- ▶ Logo Contest
- ▶ Student Council
- ▶ Theme Days
- ▶ Digital Ceremonies (Orange Shirt Day, Remembrance Day)
- ▶ Guest speaker opportunities
- ▶ Weekly Friday check-in opportunities with staff
- ▶ Parent-Teacher Interviews
- ▶ Faith Life: Catholic Virtues Program, Fully Alive



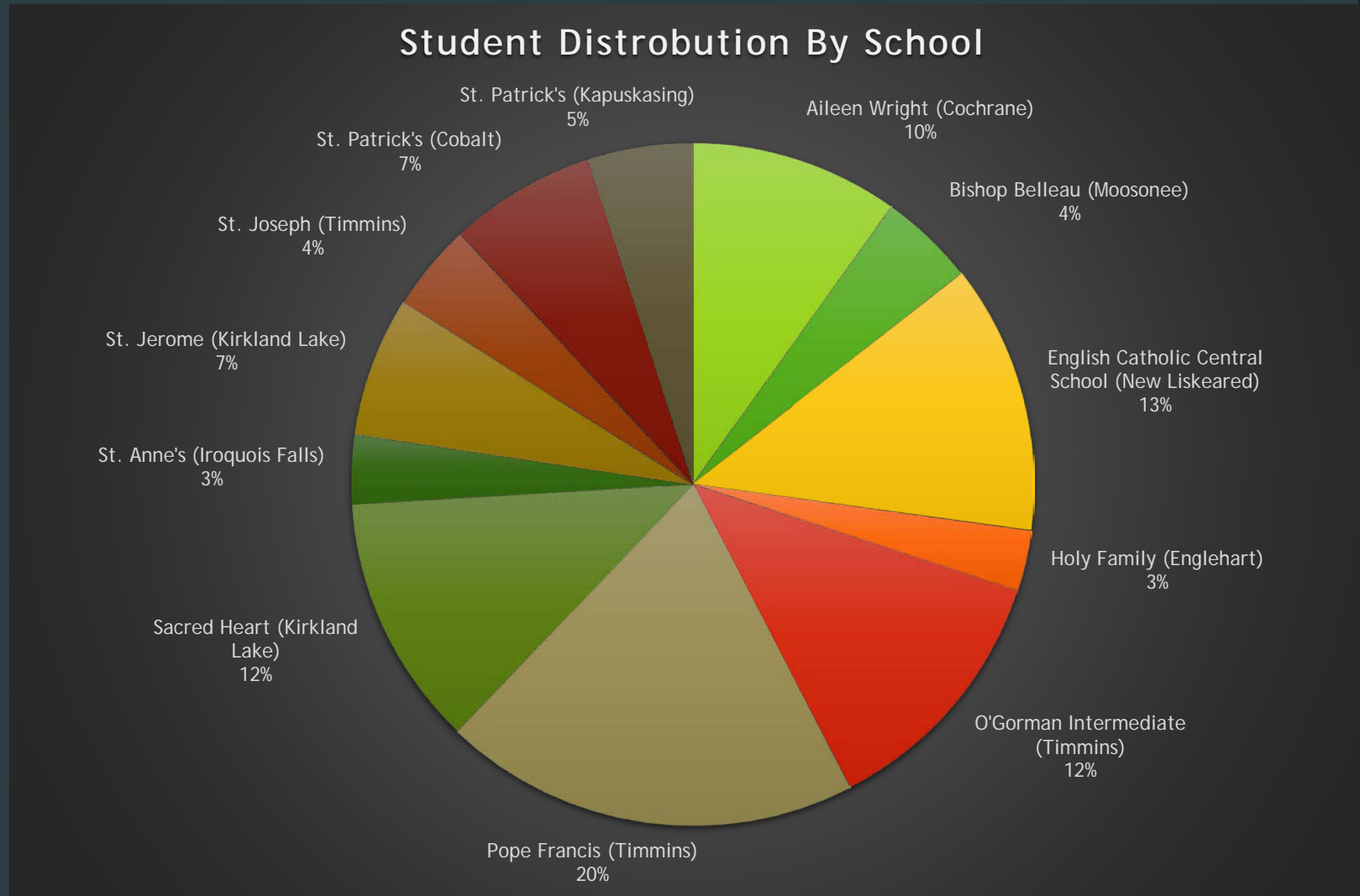
GROWING IN FAITH ☀️
GROWING IN CHRIST

*Fully
Alive*

School Demographics (Nov. 16)

- ▶ Total Students: 246
 - ▶ Student with special needs: 72 (29.2%)
 - ▶ Student that self-identify as Indigenous: 62 (25.2%)
 - ▶ English language learners: 1
 - ▶ Students in French Immersion/Cree Instruction (Bishop Belleau)/Core French:
 - ▶ French Immersion, Grades 1-3: 9 (3%)
 - ▶ French Immersion, Grades 4-8: 13 (5%)
 - ▶ Cree: 11 (4%)
 - ▶ Core French, Grade 4-8: 139 (56.5%); FDK-Grade 3 do not partake in Core French
 - ▶ Students that attend asynchronously: 5 (2%)

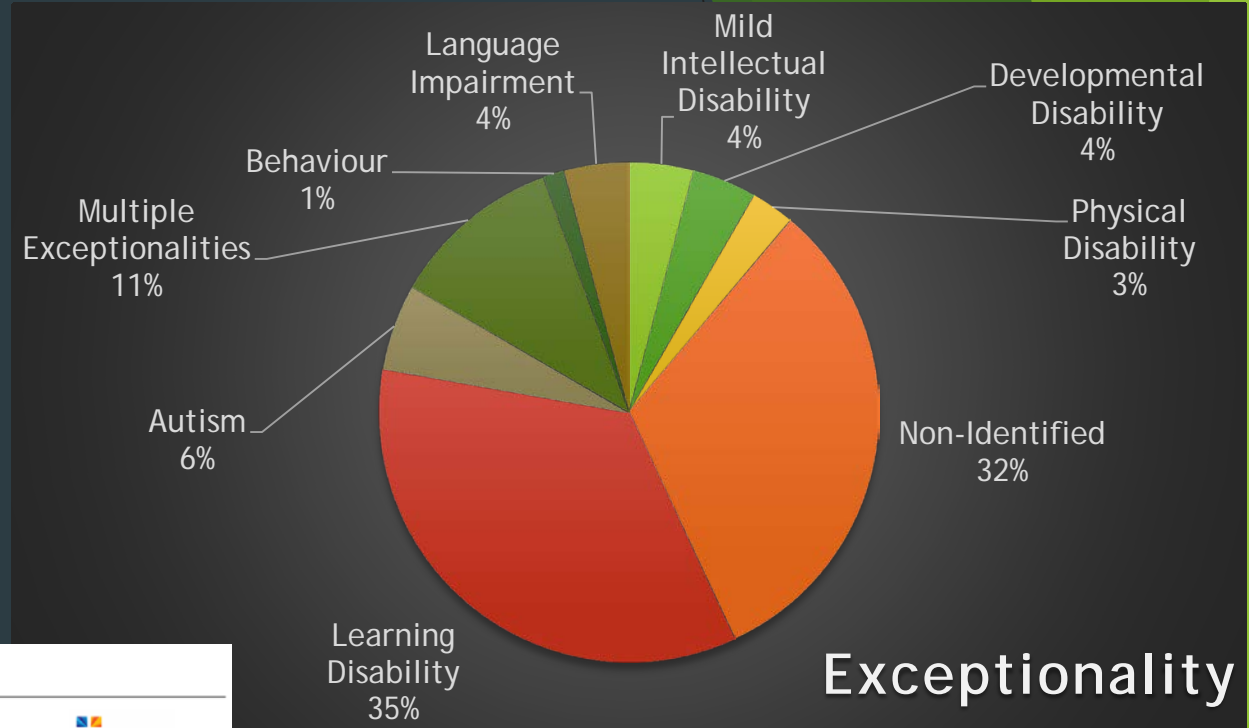
School Demographics continued...



A Focus on Special Needs

- ▶ Student with special needs: 72 (29.2%)
 - ▶ Initial IPRCSs: 5
 - ▶ Review IPRCs: 51
 - ▶ Attendance rate: 43 (76.7%)

- ▶ IPRC Placement
 - ▶ Indirect Support: 27 (37.5%)
 - ▶ Resource Assistance: 18 (25%)
 - ▶ Withdrawal Assistance: 2 (3%)



Northeastern Catholic District School Board
Individual Education Plan

BIRTHDATE: _____
 OEN: _____

Principal: _____ School Name: NCDSB Virtual Program
 School Year: _____ Grade: _____
 IEP Completion Date: _____ Revision Date: _____
 Term/Semester: _____

Placement Start Date: _____ Most recent IPRC: _____
 Placement: _____ Latest IPRC Waiver: _____
 Placement Start: _____

Reason for IEP: _____
 Identification(s): _____

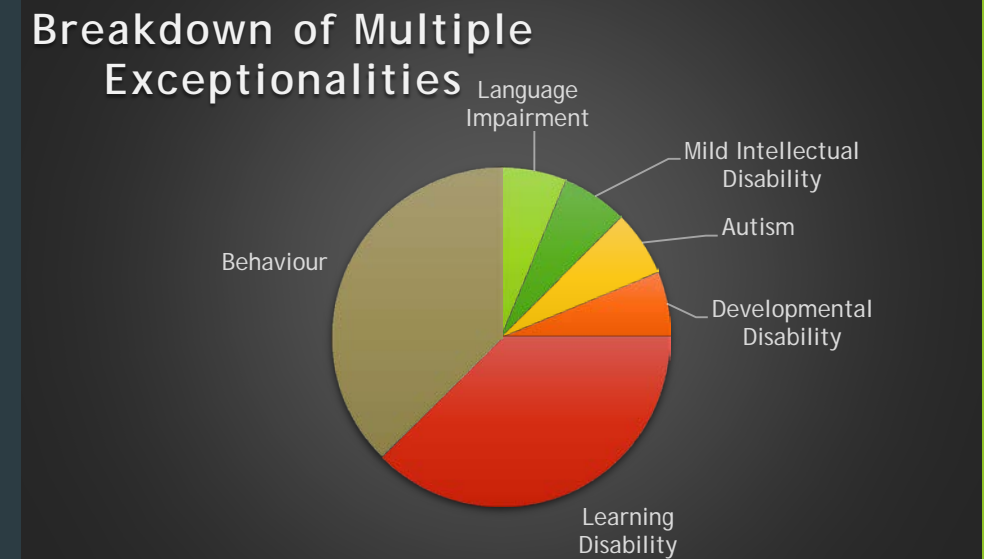
First Reporting Date: _____
 Second Reporting Date: _____
 Third Reporting Date: _____

Sources for IEP Creation

IPRC Statement
 Previous IEP
 Clinical Assessments
 Medical Information
 Consultation with Parent/Guardian
 OSR

IEP Development Team

| Name | Signature |
|------------------|-----------|
| Mrs. D. Blumwell | |
| Mrs. T. Lalande | |
| Mrs. B. Doyle | |
| Mr. S. Robertson | |



Success Stories

- ▶ A school from the ground up
- ▶ Technology deployment
- ▶ Student engagement
- ▶ Resiliency of school staff, students, and families
- ▶ Teaching for the 21st Century

Samples of Student Work

All about moose

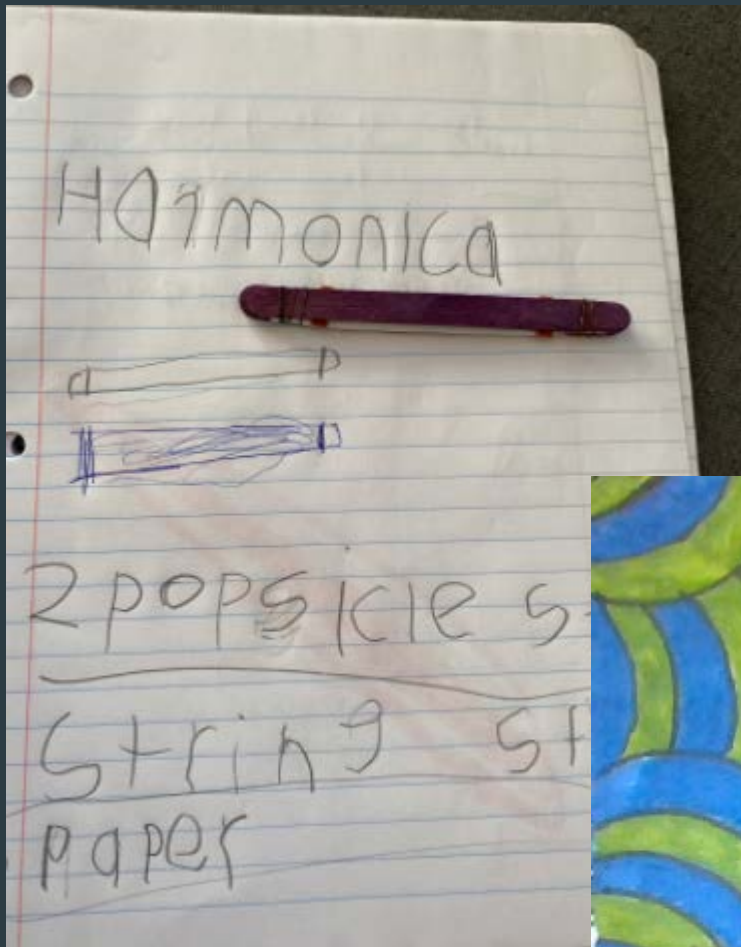
By



Moose live where its marshy, near lakes and rivers deep in the bush.



They are herbivore mammals. They eat leaves, stems, tree branches and bark. Full grown moose can eat up to 70 pounds of food in one day !



How It Feels To Be Eaten

Hi guys! Currently I'm about to be EATEN!!!! It sounds crazy that I would allow someone to do that but, I've got to see what happens in there! Oh o here we GO!! Ow that hurt yo! Giant white squares of doom STOP THAT, that HURTS!!! I think you're actually teeth on second thought then what's this slimy stuff covering me... Ewwwww I feel really soggy ,gross. I think this is sliva and the stuff on the tongue are taste buds!!! I'm on the first step of digestion! Wooo Wooo AHHH the tongue just pushed me down the



Family Voice

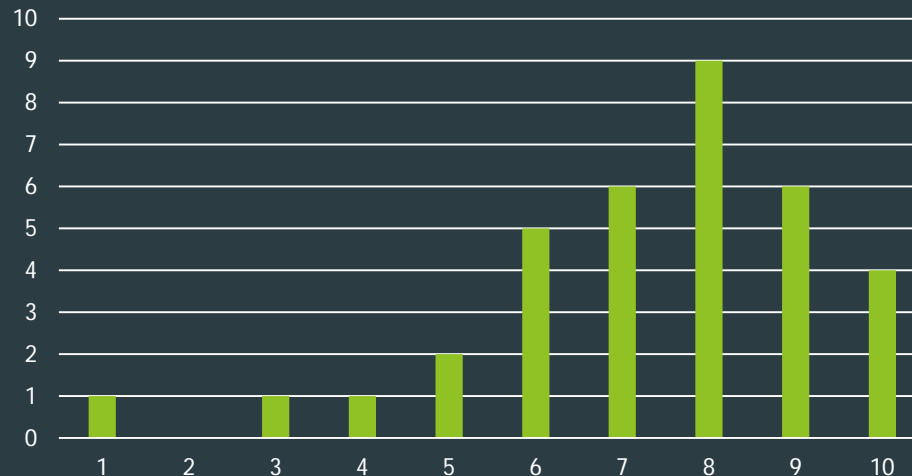
"It's fantastic for my son to have contact with a live teacher and other kids. It's great for him to see that other kids are having frustrations with the same things he is. It's good for him to see that it's not just him. The teacher led discussions have been great. My son really appreciates that the teachers don't yell and are very patient."

"The teacher and EA are very responsive to student needs. A lot of effort has gone into organization by the teacher. There are opportunities to get help individual help. Having an EA is very effective. It's so hard for one teacher to meet the needs of so many learners."

"Virtual school is a learning experience for all, I'm personally not computer savvy but it's getting better."

"With multiple children in virtual school, it can be challenging to know for sure whether or not the older ones are attending their meetings and finishing their work in the live moment. We check throughout the day and at night but we do have concerns that they may need something in the moment that we cannot provide all the time."

Family Satisfaction (September-October)



Barriers

- ▶ Families not well-verse in technology
- ▶ Attendance vs. Engagement
- ▶ Geography and Collaboration
- ▶ Community
- ▶ Technological glitches
- ▶ Unknown, unknowns

Next Steps

- ▶ Continuing to build rapport with families to support student engagement
- ▶ Increase staff capacity to collaborate in planning to continue to meet students' needs
- ▶ Remaining innovative
- ▶ Focusing on ongoing assessment to drive small group instruction



Learning
together
even when
we're apart