

# Special Education Advisory Committee Meeting

Wednesday, April 29, 2020

11:45 pm.

## MINUTES

PRESENT: Joel McCartney, Cochrane Temiskaming Resource Centre / Chair  
Kim Bordignon, Cochrane Temiskaming Children's Treatment Centre Vice-Chair  
Ron McInnis, NCDSB Trustee  
Ellen Renaud, North Eastern Ontario Family and Children's Services  
Billie Richer, VOICE for Hearing Impaired  
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  
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Heather Demers, The Lord's Kitchen  
Mark Lionello, Canadian Mental Health Association  
Mackenzie Carrier, Community Living Timmins

1. Welcome and Prayer

Joel McCartney welcomed everyone and led the group in prayer.

2.

SECONDED BY Skalecki

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: K. Bordignon

SECONDED BY Renaud

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#### 4. Distance Learning

##### 4.1 Share update from Ministry concerning Special Education Matters

Daphne reviewed the detailed memo provided by the Ministry last week. There are still lots of questions that have not been answered, or that are at the discretion of school boards. It is a challenging time, particularly for students with special education needs. We recognize that distance learning is placing on parents/caregivers.

##### 4.2 Technology Distribution & SEA Equipment

We were able to ensure that every NCDSB family who required technology were provided with at least one Chromebook for home use. These were distributed over the last 2 weeks. Where necessary, students with SEA chromebooks were also allowed to pick up theirs. We have decided to provide an internet stick to those families who are in a cellular area that will allow the stick to work, but who have not previously had internet services. There were about 50 families who indicated they did not have internet. Through this solution, we have been able to provide at least 25 with service. This means that even fewer students will not have access to the digital learning platforms that are being used by teachers. We feel strongly that this connection is very important.

Where requested, we have also been providing other SEA equipment to families.

##### 4.3 John Stark's Services

As you might recall John Stark (Therapy Path) is the provider -8.8 ( J0.7D) ( )109.6 (u)-0.8 (r)8 (o)--1.6 (t)4p.7

## 5. EA Allocation Process for 2020/2021

You might recall that we engaged in a discussion regarding the EA allocation process significantly last summer after we had the Special Education Audit. The process used last summer was completed without all the input from schools that we felt was necessary to ensuring the most accurate information was available for each student. As a result, we engage in a discussion with each school team in the fall. This year, we are expecting to have a more robust process that is to begin shortly. We have asked 3 schools to test our data collection tool and once we have their feedback and review the information provided, we will be able to share the tool out to the other schools. We expect to have the necessary information by the end of May so that decisions about staffing levels in each school can be available before the budget process is finalized for this year. We do expect there will be a need to follow up with some schools based on their data submitted, but we are not expecting the need in every case. We will share more about this as it unfolds. We continue to advocate for supports to be provided to those students with physical, medical, safety or behavioural needs first. We also provide some support to each school to support students with Learning Disabilities, Intellectual Disabilities and Autism who might not also have significant physical, medical, safety or behavioural needs.

## 6. Northern Support Initiative

### 6.1 Update for 2019/2020

The 2019/2020 school year is one for the record books, no doubt about it. Between CUPE job action beginning of the school year, OECTA job action late fall and early winter, and now the pandemic, the disruption to learning has been significant. This has meant that many of the initiatives we had planned for were not able to be implemented in any real way. Specifically, the regulation project with Dr. Stephane Beaulne has been on hold much of this year, with only one session taking place in October. We are now

7. Special Education Plan 2020

Daphne discussed the Special Education action items and the status of the items. Below is a chart indicating each focus for 2019-2020. The Special Education 2019-2020 was emailed to all committee members on April 29, 2020.

Action Items



<p>Revise and implement the Early Identification Student Profile by June 20. Page 41</p>	<p>To be deferred to the 2020/2021 school year.</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. Build capacity around math content knowledge and math pedagogy with resource teachers and principals to support their work in math intervention. Page 46</p>	<p>We have continued to have further discussion with our RTs regarding math programming. All students that require a math modification must have a conversation with Catherine or Katie and permission is given from Daphne. We have continued to provide opportunities for RTs to further develop their math capacity through optional work with the Math Facilitators and through webinars that have been provided through LDAO and the Ministry. Due to job action, organized group learning did not take place.</p>
<p>Continue to focus math intervention on the early year based on the results of the Brigance and the findings from the Math Intervention teachers. In addition to the support provided in mathematics by resource teachers, additional math intervention will be provided in two focus schools Sacred Heart and St. Jerome. Page 46</p>	<p>Math intervention continues to be a focus at each</p>

Continue to work with our contracted SLP provider to









