



KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE

The meeting of the Special Education Advisory Committee was held via Google Meet
Wednesday, February 16, 2022 at 12:00 noon

Present	E. O’Flaherty	S. Jette	G. Kleist
J. Kitowski	L. Goodman	D. Michaud	J. Peekhaus
C. Moore	N. Facca	J. Barton	J. LaFreniere recording secretary

Regrets Jill Davies

Guest

Call to Order at The meeting was called to order at 12:03 p.m.

Welcome E. O’Flaherty welcomed everyone.

Approval of the Agenda Moved by: G. Kleist
Seconded by: S. Jette

THAT the agenda for the February 16, 2022 meeting be approved.

CARRIED

Approval of the Minutes Moved by: S. Jette
Seconded by: D. Michaud

THAT the minutes of the meeting on January 19, 2022 having been circulated, be confirmed.

CARRIED

Business Arising None

Presentations None

COVID-19 Schools Update Covid19 Update Numerous changes

- Contact tracing has changed, and we are no longer posting positive cases.



- Chantal Moore

- KPDSB advisory will now state school closures.
- The school screening has been updated
- There is a shortage of staff throughout the board – central staff are supporting schools with staff absences.
- Rapid Antigen tests were distributed to students before Christmas. More tests have been sent to schools.
- Field trips are permitted within the community only.
- High school sports have been resumed.

**Special Education
Lead Update**

Nerina Facca

- Presentation attached

**Discussion re:
Michael Jacques
Presentation
January 19**

- D. Michaud - stated the important fact that Michael couldn't read or write and is very successful.
- S. Jette – important takeaway – Michael had to be part of the IEP and graduate with a diploma.
- G. Kleist – great presentation.
- L. Goodman – would like to review it with J. Barton as part of Firefly program.
- J. Kitowski – Michael has a great support network. Important to have family behind them.
- C. Moore – strong key messages. Met with Marcel (dad) to make arrangements for school presentations.
- N. Facca – takeaways – concept that everyone has gifts to bring to the classroom environment. Impressed that he wrote 2 books.
- J. LaFreniere – loved how the father/son delivered their message.
- E. O'Flaherty – impressed with the independence and purpose. Everyone needs a sense of purpose.

**Association
Reports**

J. Davies presentation deferred to the March meeting.

Follow up Item: organize schedule for presentation.

Firefly: L. Goodman

- Extremely short staffed for Speech Language Pathologist. Please be patient with Firefly as they know the waitlists are long and growing. They have some communication assistants which is helping to mitigate this staffing shortage.
- CYMH programs saw an increase in referrals as well as complexity this past fall as predicted with the pandemic. Firefly have added 2 Youth Outreach and Engagement positions in Kenora (pilot - one male and one female) to work to engage at risk youth, provide peer support, advocacy, and services to youth that may not want Counselling at this time but would benefit from the additional supports.

- Entry to School – FIREFLY continues to collect names for families who may be interested in this service. For ages 3-6.
- Continue to offer Foundational Family Services through Ontario Autism Program (OAP) – this give families who are registered with OAP support while they wait for services.

Member Reports None

Correspondence Reviewed letter from Waterloo Region DSB

Other Business Review complete with no suggestions or questions.

**Review/Discuss
Policy &
Procedure
312**

Next Meeting:

March 23, 2022

Discussed May meeting date - would like to take a vote regarding meeting in person at a future date.

Adjournment

Meeting adjourned at 1:12 CDT

Move for adjournment: G. Kleist

E.P.O. Flaherty
CHAIR

Education and Community Partnership Programs (ECPP)

Secondary (Gr. 9-12): New Roads
Elementary (Gr. K-3): Transition North

Nerina Facca and I am a Special Education Leader (SEL_ for Sioux Lookout, Pickle Lake, Savant Lake, Ignace, and Upsala as well as a Teacher Diagnostician and my Office is at Sioux Mountain Public School

Two ECPP programs I support as an Area SEL are Sioux Lookout Transition North as New Roads

ECPP (Education and Community Partnership Programs) are offered as a unique partnership between the Ontario Ministry of Education and the KPDSB

ECPP programs are designed to support for students who cannot attend school due to their primary need for care, treatment and/or rehabilitation services and facilitates transitions to future educational success).

Helping students achieve their full potential



Photo by [Evan Dvorkin](#) on [Unsplash](#)

- Provide students with skills to integrate successfully into the regular day school classrooms.
- Provide all students with hands-on, strength-based learning opportunities.
- Provide environmental and community experiences.
- Make cultural connections.

ECPP Programs

- New Roads
- Transitions North Programs
- Questions

New Roads Program in Sioux Lookout-QEDHS Partnership is Nishnawbe Gamik Friendship Centre

Two of our three Transitions North programs (SMPS-SLKT, Dryden-OPS)-FIREFLY a

There is a third at Keewatin in Kenora but it is not an ECPP program. KPDSB Our Transitions North classrooms provide unprecedented programming for our most vulnerable students and the Ministry of Education is a supportive partner.



NEW ROADS NISHNAWBE GAMIK FRIENDSHIP CENTRE CLASSROOM

NEW ROADS NISHNAWBE GAMIK FRIENDSHIP CENTRE CLASSROOM

The goal of the program is to provide needed interventions in order for the student to achieve their full potential and return to regular classroom environments.



The New Roads program is tailored to adolescent students who are not coping within school and community environments. The goal of the program is to provide needed interventions in order for the student to achieve their full potential and return to regular classroom environments. The program consults with other school officials to help support a transition plan for students leaving the New Roads classroom.

Criteria for Eligibility

- Student may have struggles academically and socially within the regular classroom environment
- Strategies/interventions/resources were implemented and student requires more
- The guardians and the student are willing to consent to engage in **NISHNAWBE-GAMIK FRIENDSHIP CENTRE services**
- Student is committed to participating in the ECPP New Roads classroom program including the **transition process**

- They are not successful academically and socially within the regular classroom environment
- Most likely candidates must be clients of community-based counselling services for substance abuse, mental health, or enrolled in a care and treatment program
- They have been in a regular classroom environment and are not meeting with success and would have had a number of strategies/interventions/resources put into place and have proven to be unsuccessful
- It is important the guardians and the student are willing to consent to engage in **NISHNAWBE-GAMIK FRIENDSHIP CENTRE services** which may include Wasa-Nabin: Urban Youth Program or The Healthy Living Kids program
- The guardians and the student agree to committed to participating in the ECPP New Roads classroom program for a minimum of one semester. Ad recognize regular attendance being a requirement to continue to meet the eligibility of the program
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NEW ROADS NISHNAWBE GAMIK FRIENDSHIP CENTRE CLASSROOM

- Full time program located
- For students in grade nine to grade twelve.
- **maximum of eight** students and **no less than six** students.



- The **NEW ROADS/ NISHNAWBE-GAMIK FRIENDSHIP CENTRE** classroom is a full time program located at Queen Elizabeth District High School. The New Roads Program class teacher works closely with Sioux North High school to help support students with a successful transition to regular classroom. This is a program available for students in grade nine to grade twelve.
- The guardians and the student must be committed to the transition process. Students will transition into regular classrooms prior to this if the student is ready to transition to the regular classroom environment. New Roads is committed to ensuring the student is provided with the opportunity to achieve their full potential and experience success in a regular classroom. The goal is to have the student complete a minimum of one or two full years in a regular classroom setting at Sioux North High school.
- *Once maximum capacity (8 students) has been reached for the classroom, new referrals for appropriate CANDIDATES FOR NEW ROADS/ NISHNAWBE-GAMIK FRIENDSHIP CENTRE Classroom will be placed on a waitlist.*

Individualized **NEW ROADS/ NISHNAWBE-GAMIK FRIENDSHIP CENTRE** classroom and **NISHNAWBE-GAMIK FRIENDSHIP CENTRE** services **will** include:

- individualized and experiential learning
- selected courses/credits
- a transition plan based on the individuals needs
- student, teacher and parent support

It may also include counselling services/referrals/advocacy





SUCCESS WITH INTEGRATED TRANSITION PLANS

The program consults with other school officials to help support a transition plan for students leaving the New Roads classroom.

For students accepted into New Roads a multi-disciplinary approach for each student will occur, including integrated transitional plans. The New Roads classroom teacher will continue to liaise with receiving school team for the purpose of making recommendations for students after they leave the program. The student will be integrated into regular school programs in which they are able to function in a successful manner. The ECPP New Roads Principal, New Roads Classroom Teacher, Designated Nishnawbe-Gamik Friendship Centre Personnel and receiving principal or designate will act as a team to effectively plan a smooth transition.

When the student is ready to complete the transition into the regular classroom, a formalized case conference with the Admissions/Planning Committee, will be conducted to review the integrated transitional plan and make any further recommendations to ensure the student's successful transition.

Sioux North High School

by ROBIN BRUNET



TRANSITION NORTH CLASSROOM

Our Transitions North program offers a range of academic and social/ emotional support for students with high needs due, in part, to fetal alcohol exposure. We were the first school board in Ontario to offer the program to students.

As a team, we focus on reducing the developmental and academic gaps using the Ontario Curriculum guidelines, along with alternative programming. Student plans are individualized based on the students' strengths and needs.

Transitions North Team Members School teams include Special Education Teacher and Educational Assistant. REHAB Teams include a Speech and Language Pathologist, an Occupational Therapist, and Physiotherapist.



Transition North

We offer a range of academic and social/emotional support for student with high needs due, in part, to fetal school exposure.

Transitions North Approaches

Provide all students with hands-on, strength-based learning opportunities.

Provide environmental and community experiences.

Make cultural connections.

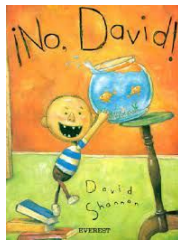
Provide students with skills to integrate successfully into the regular day school classrooms

Transition North Goals

Create a flexible environment to meet the students' individual needs;

Reduce the academic and achievement gaps;

Develop healthy social, life, and relationship skills;



Provide support in partnership with FIREFLY;

Transition Planning for Regular Classroom Placement.

Individual needs//academics TN staff consider student readiness Level. While working all areas of the curriculum staff develop individual programming based on individualized needs (IEP-modifications.

- Small Groups –EA teachers one group, Teacher works with other and they alternate groups (Math, Literacy, All Other Subjects)
- Art, Drama, Music –whole group
- Monitor based on need-may change groups

Develop health social, life and relationship skills through social skill intervention planning.

Social Play/ Choice Time

- a. Students are given opportunities to play with one another to develop function social skills.
- b. Teacher initially play with them and model the language and words that can/should be used.
- c. Staff will slowly move themselves away proximately wise to allow for independence.

Social Stories (Narratives) are simple, evidence-based intervention to help children to understand social situations by providing relevant cues, explanation of feelings and thoughts of others, and descriptions of appropriate behaviour expectations.

individual student and tailoring programming based on vision. Consider what do they need to be in the regular classroom

- classroom routines
 - b. independence
 - c. good expressive and receptive language
 - d. social skills
 - e. practicing these skills in mainstream –connection to room to practice skills from entry
1. Transition Ongoing Planning Integrated into others classrooms. They are given clear success criteria of what to expect in environment, provided with skills to be successful.

Transition North Area of Development

Emotional and behaviour
regulation skills

Socialization skills

Memory skills

Math/Literacy skills

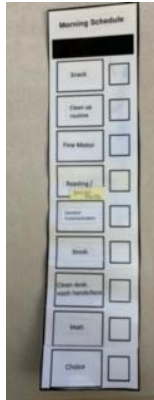
Planning and problem
solving skills

Sensory needs



Strategies you may see in Transition North

Visual Schedule



Social Stories

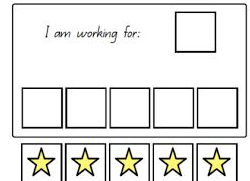
Help children to understand social situations

Timers

Visual Representation of the pass of time



Token System



Social Stories (Narratives) are simple, evidence-based intervention to help children to understand social situations by providing relevant cues, explanation of feelings and thoughts of others, and descriptions of appropriate behaviour expectations.

The Time Timer®: (visual timer) is meant to be a visual representation of the passage of time, and is used to help students understand when it is time to stop one activity and go on to another activity. The Time Timer® can be used for both transitioning from a preferred activity to a non-preferred one, and from a non-preferred to preferred activity.

When a verbal prompt is given "5 more minutes" it is important to pair the Time Timer® (visible to STUDENTS) with verbal prompt for better understanding of the passage of time.

- a. Staff decide if students are ready and will fade is able. They will use their words instead if students are ready.

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Token System

- When enter program they are placed on an individualized token system. It is easy to earn token initially. Students need to feel successful in beginning.
- As student become more confident they have higher demands to earn token. The demands increase to consider foster independence.
- Once students are comfortable with the routines and demands and expectations they MAY be removed from a token board. Some students need to keep them. Those that no longer need this tool are provided with positive praise.

Quotes from staff Your favourite thing about being an educator in Transition North

There are so many rewards throughout the day and we love the progress that we see.

Getting to know the kidseeing progression The success I have seen= Transitioning Students to Mainstream (Giving them the skills before to be successful- independence, social skills, fading support)



**THANK
YOU!**