



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, May 20, 2020

Held via Teleconference

Present

Darren Head
Evie O’Flaherty
Shirley Jette

Kari Couch
Shannon Jeffers
Lana Goodman

Joan Kantola
Gayle Mutrie
Nerina Facca

Regrets

Michelle Sanderson

Shirley Fecho (recording secretary)

Call to Order at

The meeting was called to order at 5:30

Welcome

Evie O’Flaherty welcomed everyone to the meeting.

Approval of the Agenda

Moved by: Shirley Jette
Seconded by: Kari Couch

THAT the agenda for the May 20, 2020 meeting be approved.

CARRIED

Approval of the Minutes

Moved by: Darren Head
Seconded by: Lana Goodman

THAT the minutes of the meeting on April 15, 2020 having been circulated, be confirmed.

CARRIED

Business Arising

none

Presentations

Special Education Overview Report

This report showed the trends in Special Education with an overview of students receiving programs or services. Students identified either with or without an IPRC.

Gayle Mutrie & Joan Kantola

KPDSB is slightly higher than the province
IPRC identified – KPDSB does not IPRC every student – special programs (we don’t have them in our area)

Exceptionality Data Presentation

This report shared the provincial percentages alongside of KPDSB percentages for students identified as Exceptional by Exceptionality. *Where KPDSB showed different percentages as compared to the province-reasons for this can be:*

- *Learning disabilities of our students are higher;*
- *We don’t have the same specialized programs available to our area, therefore the students are not formally identified;*
- *We may not have the student with an IPRC as it is the Board’s priority to not have students removed from the regular environment but to work with them on an individual basis;*

- *Students falling under Deaf/Hard of Hearing may not be IPRC'd;*
- *After assessing students originally thought to have Giftedness, we have found them to be very bright but not fall into that category;*
- *Parents of students with developmental differences may not want to pursue the next level or not to IPRC the child at that time; and*
- *Other boards may IPRC students prior to setting them up with an IEP.*

We have the child's needs in mind in every situation. If a parent feels their child has placement needs, we will hold case conferences and work to find enriching programming for the child and keep them in their classrooms. We expect the teacher to program appropriately for the child.

Kari Couch – specific grade or age when IPRC or IEP students?

Key developmental years – we see a large change with students, so we look at intervention and tailor to the student's needs: accommodated IEP or modifications. We want the best for our students.

IPRC – depending on area – grade 6 or grade 8 – also if parents request, we will do so. If student is modified below grade level – we move students; JK – placing in next grades as see growth. Very rarely do we hold a child back.

- Odd exceptions to the rule to accommodate individual students
 - Specialized equipment if needed
 - Decreased workload
- e.g. class gets 10 questions – student may get 5

Transition Planning for Return to School

We had been waiting on the announcement in regard to how we would plan. We have developed an Operations Committee which meets bi-weekly. We are amid planning the return to school (a standing agenda item) the scope of conversation is so big, and so many pieces to think of. Now we wait to see what the restrictions and guidelines will be and will work from there.

We have divided into groups with different subtasks. The work is ongoing. We are asking this group if anyone has any concerns to please share your thoughts send with Joan in an email. We welcome your feedback to bring back to the Operations committee.

Shannon Jeffers asked who to contact regarding the process of incoming students during transition into grade 7 etc. Right now, the SEL sends the information to Emily Kaldeway.

Transitions into different schools like grade 6 to grade 7. We are working on getting the packages collected and reviewed as to how to support those students.

For any concerns we ask to reach out to SELS and SERTS. We will go deeper into developing a plan and have been already working on a narrative.

**Association
Reports**

Shannon Jeffers (KACL)

We are still operating our programs via conferencing – we are receiving referrals and they are slightly up.

We have been doing a Zoom parents group - held 2x week to share experiences and conversations.

KACL – operating as emergency childcare for those deemed emergency services KPDSB refers to us – no cost to parents and we are continuing to open more as care is required

FIREFLY – Lana Goodman - FIREFLY

Virtual services during COVID-19 physical distancing: FIREFLY continues to provide services virtually throughout the region. As some families have chosen to not participate in services virtually as it is not a fit at this time, OT/PT/SLP have been offering brief services to families on the waitlists for services. This entails a virtual interview/standardized or non-standardized assessment and intervention strategies for implementation while they wait for further services or have their needs met in this format.

In person services: beginning to establish protocols and procedures for return to face to face services for highest need clients requiring clinician handling or equipment modification. This will be released to the public and partner agencies as we know more.

ABA referrals: Currently in our region, there is no option for families to access enhanced services - to use their OAP (Ontario Autism Program) dollars for eligible services as outlined on the OAP site, including Applied Behavior Analysis (ABA). FIREFLY is now accepting referrals for ABA for clients who have a diagnosis of Autism Spectrum Disorder (ASD), registration with OAP and client exhibiting behaviors that are interfering with functional outcomes.

FIREFLY continues to provide childcare to essential service workers. Applications are available through KDSB.

Nerina Facca

SERT forums are being held to collaborate across the board:

- student forums;
- supporting students with alternative programs;
- stability program with parents ;
- growth plans;
- Intervention forums;
- offline and online supports;



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- modifications and accommodations;
- meet biweekly – enjoying creative ways;
- educational training with EAs ;
- great feedback; and
- building the community.

Member Reports

None

Correspondence

Letter from Nipissing Parry Sound CDSB was shared.

Other Business

none

Next Meeting:

Wednesday, June 17, 2020 via Teleconference

Adjournment

The meeting adjourned at 6:28 p.m.