



**Northeastern
Catholic District**
SCHOOL BOARD

A place where we all belong.

Special Education Advisory Committee Meeting - Minutes Wednesday, May 20, 2026

PRESENT: Shannon Costello, Cochrane District Services Board
Ken Ryan, The Lord's Kitchen Society
Lisa Malette-Lilko, Hands Autism Services
Ryley Reis, Canadian Mental Health Association
Jeremy Hall, Timmins Learning Centre
Sabrina Belanger, Cochrane Temiskaming Resource Centre
Colleen Landers, Chair & NCDSB Trustee
Elizabeth King, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Amber Smith-Come, School Principal St. Anne English Catholic School
Derek Mundle, School Principal Sacred Heart Catholic School
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Lisa Lamarche, Autism & Behavior & Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services
Stan Skalecki, Vice Chair & NCDSB Trustee
Kim McEntee, Mental Health Supervisor

Summary:

Colleen welcomed everyone and led the group in prayer and Stan in the land acknowledgement.

Approval of the agenda: Moved by Ken Ryan and **SECONDED** by Ryley Reis
That the agenda be approved as presented. **CARRIED**

Approval of the minutes of April 22, 2026, meeting
Moved by Lisa Malette-Lilko and **SECONDED** by Sabrina Belanger
That the minutes be approved and presented. **CARRIED**

EA Allocation Process

Presented by Daphne Brumwell

The presentation explained the school district's process for allocating Educational Assistants (EAs) more equitably across schools. About five to six years ago, an internal audit recommended creating a standardized system to determine EA support based on student needs rather than inconsistent school requests. Since then, the district has adopted a rubric-based process focused on non-academic needs such as medical issues, adaptive functioning, communication, and behavior/safety concerns.

Most Ontario school boards now prioritize EAs for students with significant safety, behavioral, or medical needs because funding is limited and the number of students requiring support has increased. Students with severe autism spectrum disorder (ASD) needs or behavior exceptionalities are among those most likely to qualify for support.

Each spring, district staff meet with every school to review students with complex needs using an “independence rubric.” The rubric generates a percentage of support required for each student, which is entered into a spreadsheet that helps calculate EA allocations. Typically, support is not assigned for less than one-quarter of a school day, so some rounding is applied. While principals often feel students need more support than the rubric provides, the district uses the process to ensure fairness and consistency.

This year, the district is trying to streamline the process by asking schools not to re-submit students who did not qualify previously unless there has been a significant change in their needs. The process works less effectively for incoming Junior Kindergarten (JK) students because schools often lack enough information about their transition needs before they start school. To address this, the district plans to provide temporary transitional EA support for up to six weeks while staff assess the child’s actual needs in the school environment.

The district also revisits allocations in the fall to account for new students or changing circumstances, such as family crises or unexpected behavioral or medical developments. It was emphasized that not all students with academic difficulties require EA support, arguing that teachers are generally better suited to address academic needs. However, staffing shortages and challenges hiring classroom teachers limit the district’s ability to expand specialized teaching supports.

Overall, the presentation highlighted the district’s attempt to balance limited resources, increasing student needs, fairness across schools, and flexibility for changing student circumstances through a structured, data-driven EA allocation process.

Special Education Plan Updates

Presented by Daphne Brumwell

The special education plan was extensively revised last year and is now considered solid through the end of 2028. Key updates and priorities include:

- Many internal processes have been updated, including IPRCs, IEPs, safety plans, psychological assessment access, curriculum modifications, and referrals to multidisciplinary teams.
- Staff capacity-building remains a major focus, especially training principals, teachers, and support staff on developing and implementing IEPs. Formal IEP reviews were paused this year due to major curriculum modification changes but are expected to resume next year.
- Significant work was done to tighten the process for modifying language programs. Schools must now provide assessment evidence before modifications are approved, and parents must sign off after being informed of the long-term implications, such as possible impacts on diploma pathways and extended graduation timelines.
- Literacy and numeracy interventions were made more targeted. Literacy screening was moved earlier in the year to allow more intervention time for at-risk students.
- The board continues to post Special Education Advisory Committee (SEAC) membership and meeting information publicly.
- The board is entering the fifth year of its science-of-reading and structured literacy initiative, with ongoing focus on vocabulary and comprehension.
- Schools will be expected to take more responsibility for identifying at-risk students using clearer criteria, rather than relying heavily on central administration.
- The board reviewed the use of non-identified IEPs and is emphasizing universal accommodations that benefit all students instead of relying on IEPs alone for accountability.
- The school-based team model continues to be promoted despite challenges in implementation, as leadership strongly believes collaborative problem-solving is essential.
- French immersion supports were expanded through the addition of the Éclair diagnostic tool. English literacy screening for French immersion students has been effective, though oral French fluency assessment remains an unresolved need.

- A major future priority is improving support for high school students with learning disabilities, especially through better use of universal accommodations and ensuring students are placed in appropriate pathways.

Overall, the focus moving into the 2026–27 school year is on refining intervention systems, improving consistency in supports, strengthening staff understanding, and ensuring informed decision-making for students and families.

Structured Remediation Pilot

Presented by Daphne Brumwell

A structured remediation approach is being explored for students with complex learning needs, particularly those with intellectual and developmental disabilities. The model is based on a successful program implemented over the past three years at Windsor Catholic, where students receive daily targeted support from a resource teacher for at least 40 minutes.

Key points of the approach include:

- Students with complex needs participate in a highly structured 40-minute daily session.
- Sessions focus on literacy and numeracy activities tailored to each student's IEP.
- Small groups typically include about six students, supported by a teacher and at least one educational assistant (EA).
- The program emphasizes building student independence through consistent routines and minimal oral prompting.
- Students work through organized activities independently using materials prepared in bins.
- The goal is for students to transfer these independent learning skills back into the regular classroom environment.

Windsor Catholic has seen excellent results with this model, especially for students who require more repetition and slower-paced learning. Inspired by this success, the board is now exploring implementing similar programs in a few schools in the fall, in collaboration with Sudbury Catholic.

It was emphasized that students with developmental disabilities may not always receive enough focused intervention because their needs can be less overt than those of other students who demand more immediate attention. The board sees this initiative as a promising way to better support those learners.

Agency Reports

The Lord's Kitchen Society

The Lord's Kitchen's held their main annual fundraiser, the Smile Cookie Campaign, from April 27 to May 3. Cookies are sold through Tim Hortons, with all proceeds supporting the Lord's Kitchen, in partnership with the Castello Community Care Centre. The fundraiser raised \$46,313.02, baking 23,000 cookies. The funds raised help cover essential costs such as food and rent.

Timmins Learning Centre

The Timmins Learning Centre is preparing for its July summer camp, which will host school-aged children for fun activities. The organization will present to the Schumacher Lions Club next week to share more about its programs and seek community partnerships and support. The Centre has grown from one student to 13 learners, now running 16 tutoring sessions per week, with some students attending twice weekly. Staff also attended the Get Set conference for adult learners, where they gained marketing ideas to help promote both the adult learning and children's programs. Overall, the Centre reports steady growth and is now preparing for its upcoming fall tutoring sessions.

Cochrane District Services Board

Shannon shared that their conference is taking place on Friday and will feature Dr. Jean Clinton as a guest speaker. Approximately 140 people are expected to attend. The organization continues to support educators through professional development initiatives while preparing for the upcoming event.

Hands Autism Services

The organization is continuing its PTS cohort activities, wrapping up parts of the SSP (School Support Program) for children as the school year ends, and beginning planning for September. It was encouraged that people to reach out to get started or connect regarding upcoming programming.

Canadian Mental Health Association

Two key healthcare updates for Northern Ontario residents:

1. **Increased medical travel grants:**

The government has increased funding for Northern Ontario medical travel grants, which can help families who must travel frequently for medical care outside their community.

2. **Family doctor access through Healthcare Connect:**

Anyone without a family doctor to register with Healthcare Connect. The government's stated goal is to have everyone connected ("rostered") with a family physician within the next 18 months. Registering through the portal is the proper way to access a family doctor when one becomes available.

Cochrane Temiskaming Resource Centre

The organization is currently reviewing its programs to improve efficiency, particularly around waitlists and service flow. It was noted that some programs have limited movement due to resource constraints, so they are considering different triage approaches to better manage demand. Sabrina also mentioned that she may seek feedback from others, especially regarding how services and needs are presenting within the school system.

Date of the Next Meeting – Wednesday June 17, 2026, at 11:45 a.m.

Other Business – N/A

Adjournment - Moved By: Ken Ryan that the meeting be adjourned at 12:30 p.m. CARRIED



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD STUDENT SERVICES

Student Independence Rubric 2026-2027

Student's Name		School		Grade in September	
IPRC Identification		# Days Absent in 24-25		# Days Absent to date 25-26	
Date of Last SBTM		# Days Late in 24-25		# Days Late to date 25-26	
Documents Uploaded	<input type="checkbox"/> IEP Acc <input type="checkbox"/> IEP Mod <input type="checkbox"/> IEP Alter <input type="checkbox"/> Health Plan <input type="checkbox"/> BSP <input type="checkbox"/> Safety Plan <input type="checkbox"/> CYW Schedule <input type="checkbox"/> EA Schedule <input type="checkbox"/> EA Notes/Log <input type="checkbox"/> SBTM Case Notes				

Review each of the criteria in each section and determine the most consistent level for each criterion for which you have evidence. Level 1 is the lowest support needed; Level 4 is the maximum support needed.

HEALTH/MEDICAL

	Not Applicable	Level 1	Level 2	Level 3	Level 4
Lifting/Transferring/Positioning	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> some independence; able to transfer and position themselves with the assistance of one adult	<input type="checkbox"/> limited independence; significant assistance required; two adults required to lift and transfer
Seizures	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Rarely	<input type="checkbox"/> Monthly - less than 4	<input type="checkbox"/> Weekly - 1 or more a wk	<input type="checkbox"/> Daily - one or more
Diabetes	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Requires occasional monitoring of blood sugar	<input type="checkbox"/> Requires monitoring of blood sugar 2 or more times a day	<input type="checkbox"/> Requires monitoring of blood sugar 2 or more times a day & administration of insulin	<input type="checkbox"/> Requires monitoring of blood sugar & administration of insulin more than twice a day

ADAPTIVE FUNCTIONING

	Not Applicable	Level 1	Level 2	Level 3	Level 4
Toileting	<input type="checkbox"/> toilets independently; independently accesses visual support systems or other strategies	<input type="checkbox"/> high degree of independence; requires minimal adult prompting; verbal and/or gestural assistance/ prompts	<input type="checkbox"/> considerable independence; requires adult prompting and occasional assistance to toilet, clean and change; verbal and/or gestural assistance/ prompts	<input type="checkbox"/> some independence / some assistance required; one adult required to toilet, clean and change; partial physical assistance	<input type="checkbox"/> limited independence / significant assistance required; two adults required to lift, toilet, clean, and change; full physical assistance
Feeding	<input type="checkbox"/> no assistance required	<input type="checkbox"/> high degree of independence; independently feeds/eats; independently accesses visual support systems or other strategies	<input type="checkbox"/> considerable independence; feeds with occasional adult prompting; verbal and/or gestural assistance/ prompts /monitoring (ie. choking)	<input type="checkbox"/> some independence/ requires hand-over-hand assistance and/or adult prompting when feeding; partial physical assistance	<input type="checkbox"/> fully dependent on adult for all feeding and drinking; nursing support for G-Tube feeding, bolus hydration; full physical assistance
Mobility	<input type="checkbox"/> no physical or mobility needs	<input type="checkbox"/> independently mobile; able to maneuver wheelchair/ walker; able to navigate independently in familiar and unfamiliar environments	<input type="checkbox"/> considerable independence; mobility with some monitoring	<input type="checkbox"/> requires support to ensure safe access/ pathways; developing some independence with mobility with some supervision	<input type="checkbox"/> limited independence / significant assistance required; fully dependent for all mobility
Dressing	<input type="checkbox"/> no assistance required	<input type="checkbox"/> independently dresses; may require adult prompting; independently accesses visual support systems or other strategies	<input type="checkbox"/> considerable independence; requires prompting with some hand-over-hand assistance to dress; verbal and/or gestural assistance required	<input type="checkbox"/> some independence / requires hand-over-hand assistance and adult assistance for dressing; partial physical assistance	<input type="checkbox"/> fully dependent on adult for dressing; full physical assistance



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD STUDENT SERVICES

Student Independence Rubric 2026-2027

COMMUNICATION

	Not Applicable	Level 1	Level 2	Level 3	Level 4
Communication (Could include sign language, braille, other augmentative or alternative communication systems; visuals and/or verbal cues)	<input type="checkbox"/> no communication needs that require a system or device	<input type="checkbox"/> use of communication system to comment and engage in conversation; can engage in spontaneous, reciprocal, relevant conversation that is independently initiated	<input type="checkbox"/> learning to use communication system to express personal needs and wants; with prompting can engage in some reciprocal, spontaneous conversation; engages in scripted conversations;	<input type="checkbox"/> communication skills are developing; learning to use communication system to label and request with single words; reliant on the system to express some needs	<input type="checkbox"/> non-verbal / minimally verbal; full physical prompts required; fully reliant on a communication system to express all needs

BEHAVIOUR/SAFETY

	Not Applicable	Level 1	Level 2	Level 3	Level 4
Self-Injurious (exhibits behaviors such as, but not limited to: unaware of danger, picking/scratching skin, hitting self, pulling own hair, banging head, hitting fists into objects, throwing self on to floor or onto objects)	<input type="checkbox"/> no self-injurious behaviour	<input type="checkbox"/> behaviour rarely impacts on the safety of self; 2-3 times per month	<input type="checkbox"/> behaviour seldom impacts on the safety of self; occurs weekly	<input type="checkbox"/> behaviour usually impacts on the safety of self; occurs a couple of times each week; behaviours recorded in the EA notes/log; may require BMS containment <input type="checkbox"/> must see the CYW at least twice a week and have a BSP & Safety Plan	<input type="checkbox"/> behaviour almost always impacts on the safety of self; occurs 1 or more times daily; behaviours recorded in the EA notes/log; requires BMS containment <input type="checkbox"/> must see the CYW daily and have a BSP & Safety Plan
Injurious to Others (actually causes harm to others; not just the threat of injury)	<input type="checkbox"/> no behaviour exhibited	<input type="checkbox"/> behaviour rarely impacts on the safety of others; occurs 2-3 times per month; independently accesses visual support systems / cues or other strategies to ensure safety	<input type="checkbox"/> behaviour seldom impacts on the safety of others; occurs weekly ; requires verbal and gestural prompts for redirection <input type="checkbox"/> must see the CYW at least weekly and have a BSP	<input type="checkbox"/> behaviour usually impacts on the safety of others; occurs a couple of times each week; pervasive behaviours of an escalated intensity requiring BMS Containment <input type="checkbox"/> must see the CYW at least twice a week and have a BSP & Safety Plan	<input type="checkbox"/> behaviour almost always impacts on the safety of others; occurs daily; pervasive and prolonged behaviours of extreme intensity requiring safe intervention protocols, BMS Containment required <input type="checkbox"/> must see the CYW daily and have a BSP & Safety Plan
Self-Regulation	<input type="checkbox"/> able to self-regulate	<input type="checkbox"/> independently accesses visual prompts and/or uses learned strategies to regulate; rarely needs support to de-escalate, re-establish rapport and/or to re-engage in learning task	<input type="checkbox"/> requires verbal and/or gestural prompts to regulate; needs support to de-escalate, establish composure, re-establish rapport and/or re-engage in learning task; occurs weekly <input type="checkbox"/> must see the CYW at least weekly and have a BSP	<input type="checkbox"/> requires more frequent verbal and/or gestural prompts to regulate in the classroom; needs support to de-escalate, establish composure, re-establish rapport and/or re-engage in learning task up to a few times a week <input type="checkbox"/> must see the CYW at least twice a week and have a BSP	<input type="checkbox"/> requires intensive, ongoing support and monitoring to self-regulate in an <u>alternate environment</u> ; significant time and support is needed to de-escalate, to establish composure, to establish rapport and/or re-engage in learning task; occurs 1 or more times daily <input type="checkbox"/> must see the CYW daily and have a BSP & Safety Plan
Flight Risk (elopement of supervised areas; expectation that there is a mechanism to minimize elopement from the classroom)	<input type="checkbox"/> demonstrates no flight risk	<input type="checkbox"/> rarely wanders or runs outside of supervised area; less than 1 time per month; usually remains in the school.	<input type="checkbox"/> seldom wanders / runs outside of supervised area; elopes up to 4 times per month; will sometimes leave the school but remain in the yard <input type="checkbox"/> must have a behaviour safety plan	<input type="checkbox"/> occasionally wanders / runs outside of supervised area; more than 1 time per week; may leave the school yard. <input type="checkbox"/> must have a behaviour safety plan	<input type="checkbox"/> frequently wanders / runs outside of supervised area; occurs daily; often leaves the school yard. <input type="checkbox"/> must have a behaviour safety plan

Level of Support in 2025-2026:
 Transitions/Unstructured Time
 Up to 25% of the day in the classroom
 Up to 50 % of the day in the classroom
 Up to 75% of the day in the classroom
 More than 75%

Notes:

2026-2028 Special Education Board Plan

Action Items from current plan	Update
<p>ACTION 1 Continue developing internal process documents within the Special Education Department, with focus on finalizing the following: English Language Learners, Identification, Placement and Review Committee (IPRC), Child and Youth Worker (CYW) Services, and Intervention Progress Reports.</p>	<p>The following internal procedures underwent updates:</p> <ul style="list-style-type: none"> - IPRC - IEPs - Safety Plans - Accessing a Psychological Assessment - Modified Programming - Referral to Multidisciplinary Team - modifications
<p>ACTION 2: Continue to build capacity and competency of principals, teachers and support staff in the development, implementation and monitoring of effective IEPs for students requiring modifications to individual programs. Each school worked through an IEP audit process in the winter of 2025 after the SATs provided feedback. We would like to engage school teams in a follow - up process in the fall of 2025 to continue to build comfort with this in each school. We continue to have concerns about the alignment between a sassessment data and the goals and expectations in the IEP. Ensure all new teachers hired who have not previously done the NCDSB IEP eHub course, complete this by the end of September 2025.</p>	<p>Significant work continues to happen to support schools in developing the most effective IEPs possible. A strong focus was placed on understanding universal accommodations to help eliminate non - identified IEPs, as well as understanding when it is appropri ate to modify a program for a student.</p> <p>Where appropriate, schools continue to include older students in the IEP and IPRC process.</p> <p>New hires continue to be required to complete the IEP eHUB course each year.</p> <p>Because of the substantial changes to IEP processes, including the removal of many non-identified IEPs through the implementation of universal accommodations, IEP reviews were put on hold for the 2025 – 26 school year.</p>
<p>ACTION 3: Review the use of modifications for language programs to ensure students really require the modifications and that there are no post - secondary implications.</p>	<p>In October 2025, Resource Teachers and Principals participated in the learning session <i>“When to Modify? Understanding Who and When to Modify.”</i> The presentation outlined the difference between universal accommodations (those built directly into the learning environment) and accommodations that require an IEP. It also emphasized the long-term impact of modifications in</p>

	<p>secondary school; when we modify students to a lower level, we may unintentionally limit their future pathways.</p> <p>The session clarified that modifications are not a rescue from a report card mark, a communication tool for staff, or a performance management tool. All possible accommodations must be exhausted before modification is considered.</p> <p>RTs and Principals were provided with guiding questions and a decision-making flowchart. A Modification Request referral form was also introduced, requiring key student information and supporting documents to be included. This information was reviewed by the Multidisciplinary Team prior to meeting with school teams to discuss whether modification is appropriate.</p>
<p>ACTION 4: The focus for learning with our Literacy/Numeracy leads will be around the use of progress monitoring tools found within Aimsweb+ to support their intervention work with students. We will also support classroom teachers in using a variety of classroom-based tools to monitor the impact of Tier 1 instruction.</p>	<p>Literacy/Numeracy Leads continue to support our schools (all but BBS, where a Lead could not be secured). Leads are responsible for providing targeted, small -group instruction, in the areas of Language and Mathematics, as well as supporting their colleagues. RTs and Leads continue to take part in professional learning opportunities through several in person days, and scheduled virtual sessions.</p> <p>We have been working to make our interventions more precise and targeted. Schools have a number of tools at their disposal to track and monitor students who require additional supports to close gaps in literacy and numeracy. In addition to our screening tools in literacy, we also added a numeracy screener for K to Gr. 4.</p>
<p>ACTION 5: Ensure parents are aware of our SEAC membership and dates for our monthly meetings through posting of information on the board website by September 30th, 2025 Minutes of SEAC meetings will also be posted monthly. We will continue to explore additional community representatives on</p>	<p>SEAC meeting dates for the year are posted on the Board website. Minutes are added following the meetings.</p> <p>https://ncdsb.on.ca/programs-services/special-education/</p>

<p>SEAC. We are looking for representatives with connections to the ASD and ID communities.</p>	<p>Lisa La marche, Autism & Behaviour Worker for the NCDSB, as well as Kim McEntee, NCDSB's Mental Health Supervisor, attend monthly SEAC meetings.</p> <p>We currently have representatives from:</p> <ul style="list-style-type: none"> ● CDSSAB ● CMHA ● CTCTC ● HANDS ● NEOFACS ● Timmins Learning Centre ● Lords Kitchen ● The Learning Center
<p>ACTION 6: We are entering year 5 of our 5 - year implementation plan for the Science of Reading/Structure Literacy approach. Our focus for 2026 - 2027 will continue to be on vocabulary development and comprehension through the use of read alouds. We also intend to continue to support writing instruction using the blanks and blocks approach.</p>	<p>We have done some preliminary work on supporting vocabulary development and comprehension. These will continue to be areas of focus for the 2026 - 2027 school year.</p>
<p>ACTION 7: Review the process being used in schools to identify and discuss the needs of students who are at - risk. Included in this review would be the determination of what and where documents are kept.</p>	<p>The Superintendent has largely led the work with identifying students who are at - risk in Gr. 3 & 6. More work needs to be done in the early years to ensure gaps are not widening and that we are intentionally focusing on supporting our youngest learners. Schools should be engaged in the process of identifying at - risk students and coming up with a plan to support them.</p>
<p>ACTION 8: Review the process for the introduction of a non - identified IEP for a student who is at - risk. We also need to review the criteria for modifying a language program for a student.</p>	<p>See action item 3. Based on our new process and the use of universal accommodations, very few students should need a non - identified IEP. A process should be developed though to ensure the process is tight.</p>
<p>ACTION 9: Continue to support schools in implementing the</p>	<p>The School-Based Team Meeting model continues to be used in</p>

<p>School- Based Team model. The purpose of these meetings is to provide an opportunity for school staff to discuss the needs of students by sharing ideas about how to better support the student and collaborate to create an action plan to support the students moving forward. A follow up is required to ensure that actions have been taken and to discuss their effectiveness. Special Assignment Teachers for Special Education will be providing side- by- side coaching to support teams in maximizing this structure/protocol. Schools will move to a model where staff will be released on a given day for School- Based Team meetings rather than on a weekly basis.</p>	<p>our schools. These meetings provide an opportunity for staff to discuss student needs, share strategies, and collaborate on an action plan to support students moving forward. A follow- up process remains essential to ensure that agreed- upon actions have been implemented and to review their effectiveness. Continued work will be needed to ensure that School- Based Team meetings occur consistently and that follow- up practices are maintained across schools.</p> <p>It appears as though this is still inconsistent across the schools. Some schools use it as suggested and have shared meeting notes, while some schools are not using this model at all. Given that there are a few newer principals, maybe more time needs to be spent with some principals reviewing the process. In addition, given the short staffed situation in some schools, principals have not focussed on the formal use of the school based team model.</p> <p>Schools are encouraged to reach out whenever they require support in implementing or strengthening this process.</p>
<p>ACTION 10 Introduce the Eclair resource to FDK Gr. 5 French Immersion teachers. This tool is designed to support classroom - based assessment in French. We are also going to explore providing French Immersion teachers with copies of the progress monitoring Oral Reading Fluency passages in French, so they have something to support their work.</p>	<p>All French Immersion teachers were provided with the Eclair resource to support classroom- based diagnostic assessment. We also continue to screen all FI students using Aimsweb+. We do need to see what we can do about screening FI students for Oral Reading Fluency.</p>
<p>ACTION 11 Work with our secondary school to determine how best to support the large number of students with diagnosed learning disabilities (nearly 25% of the student population). Review the use of LD Class Profiles as one mechanism to support students in destreamed and streamer classes. Build capacity with classroom teachers to better understand how to support students with an LD in the classroom.</p>	<p>This was not directly targeted this school year but needs to be a priority for the 26 - 27 school year.</p>