Northeastern Catholic District School Board

A place where we all belong.

Special Education Advisory Committee Meeting - Minutes Wednesday, November 18, 2026

PRESENT: Ellen Renaud, North Eastern Ontario Family and Children's Services
Ken Ryan, The Lord's Kitchen Society
Ryley Reis, Canadian Mental Health Association
Kristine Arthur, Kunuwanimano Child & Family Services
Melissa Landry, Inspire Centre
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Erica Raymond, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Shannon Costello, Cochrane District Services Board
Lisa Malette-Lilko, Hands Autism Services
Jeremy Hall, Timmins Learning Centre
Sabrina Belanger, Cochrane Temiskaming Resource Centre
Derek Mundle, School Principal Sacred Heart Catholic School
Amber Smith-Come, School Principal St. Anne English Catholic School
Lisa Lamarche, Autism & Behavior & Worker
Kim McEntee, Mental Health Supervisor

Summary:
Colleen welcomed everyone and led the group in prayer; Ken led the group in the Land Acknowledgement.

Approval of the agenda: Moved by Ellen Renaud and SECONDED by Ryley Reis
That the agenda be approved as presented. CARRIED

Approval of the minutes of October 21, 2026, meeting
Moved by Stan Skalecki and SECONDED by Ryley Reis
That the minutes be approved and presented. CARRIED

Agency Reports

Inspire Centre

The Inspire Centre is currently trialing Tiered Speech-Language Pathology (SLP) services at St. Patrick Catholic School in Cobalt.

Canadian Mental Health Association

The Canadian Mental Health Association shared that the federal government is releasing funding to support homelessness initiatives. This may provide an opportunity for some expansion of resources and services in Northern Ontario.

Kunuwanimano Child & Family Services

Things have been relatively stable over the past month as agencies continue working through the implementation of the Ontario National Agreement and individualized planning with First Nations communities. There are still challenges around referral processes and gaps in preventative funding for Indigenous children and youth living off-reserve, particularly those considered urban. Agencies and First Nations are working together to clarify responsibilities and supports.

The Child and Youth Well-Being Department is focusing on supportive housing and stabilization for youth, as finding affordable housing and landlords willing to rent to young people becomes increasingly difficult. Continued priorities include addressing youth homelessness and supporting positive outcomes for children and youth as they transition into adulthood and education.

North Eastern Ontario Family and Children's Services

NEOFACS is still looking to fill positions, though they are hopeful to have a full team in place by January 4th. On the bright side, their strategic plan is almost wrapped up, and they welcome feedback from people via their website https://www.neofacs.org/help-shape-our-next-strategic-plan/ .

The Lords' Kitchen Society

The Lord's Kitchen received confirmation that the annual Smile Cookie campaign will return in 2027 for its fifth year. The Christmas turkey dinner is scheduled for Thursday, December 17. Lord's Kitchen continues to accept donations of men's clothing, shoes, gloves and coats, as these items are particularly in short supply.

Muti-Tiered System of Supports (MTSS): Tier 1 Universal Supports and Inclusive Practices

Presented by Erica Raymond

The presentation focused on the importance of strong Tier 1 universal classroom supports as the foundation of a Multi-Tiered System of Support (MTSS), emphasizing that high-quality core instruction is essential to helping all students succeed.

Purpose of MTSS: MTSS provides a systematic approach to ensuring all students receive appropriate instruction and support through high-quality classroom teaching, early identification of needs, and increasingly intensive interventions.

Three Tiers of Support: The presentation highlighted the general distribution of student needs:

- Tier 1 – 80% of students receiving universal classroom instruction and supports.
- Tier 2 – 15% of students requiring additional targeted support.
- Tier 3 – 5% of students requiring more intensive intervention.

Strong Tier 1 Instruction: Core instruction should include explicit and systematic teaching, evidence-based resources, flexible small-group instruction, regular practice opportunities, and consistent classroom routines and expectations.

Data-Informed Decision-Making: Universal screening, diagnostic assessments, and ongoing progress monitoring help educators identify student needs and determine appropriate next steps.

Additional Support Within Tier 1: Students who are struggling do not necessarily require a different program. Instead, they may benefit from increased instructional time, more frequent practice, scaffolding, corrective feedback, and responsive teaching.

Monitoring Instructional Effectiveness: If more than 20% of students require Tier 2 or Tier 3 interventions, schools should review the effectiveness and consistency (fidelity) of Tier 1 classroom instruction.

Inclusive Design: Universal supports and accommodations should be incorporated across all tiers, with consistent expectations, structures, and affirmative corrective feedback.

Overall Takeaway

The key message was that effective Tier 1 instruction is the foundation of student success. By strengthening universal classroom supports, using assessment data to guide instruction, and providing additional practice and targeted support early, schools can address learning needs proactively and reduce the need for more intensive interventions.

Summary of Identified Students within the NCDSB

Presented by Catherine Hoven

The presentation provides a data-driven overview of special education across the Northeastern Catholic District School Board, highlighting student needs, identification categories, placement arrangements and the types of support provided.

1. Student Enrolment and Special Education Support

- 511 students receive special education support.
- 460 students are formally identified through an Identification, Placement and Review Committee (IPRC).
- 51 students receive support through Non-IPRC Individual Education Plans (IEPs).
- Approximately 29% of students receive special education services, based on the enrolment of 1745 students.

2. IPRC Identification Categories

Learning Disabilities and Multiple Exceptionalities account for **70.2% of all IPRC identifications**.
The largest identification categories are:

- Learning Disabilities: 39.1%.
- Multiple Exceptionalities: 31.1%.
- Autism (single identification): 12.6%.
- Other (Deaf, Blind, Physical, etc): 17.2%

This demonstrates that Learning Disabilities and Multiple Exceptionalities represent the largest areas of identified student needs across the Board.

3. IPRC Placement and Support

Of the 460 IPRC-identified students, placements are distributed as follows:

Placement	**Number of Students**
Indirect Support	187
Withdrawal Assistance	144
Resource Assistance	121
Fully Self-Contained	8
Total	**460**

The numbers indicate that most identified students are supported through indirect, withdrawal or resource assistance rather than fully self-contained placements.

4. Individual Education Plans (IEPs)

Approximately **90% of IEPs are accommodated-only**.

This indicates that most students receiving special education support require accommodations to access and participate in the regular curriculum, rather than modified or alternative programming.

Overall Summary

The presentation highlights that special education supports a significant portion of NCDSB's student population. Learning Disabilities and Multiple Exceptionalities account for the majority of formal identifications, while most students receive support through indirect, withdrawal or resource assistance placements.

The data also demonstrates that the majority of IEPs focus on accommodations, reinforcing the importance of providing appropriate supports to help students access the regular curriculum.

Date of the Next Meeting – Wednesday December 16, 2026, at 11:45 a.m.

Other Business – A reminder to please submit a copy of your Vulnerable Sector Check receipt and completed results to me once you receive them.

If you already have a completed Vulnerable Sector Check dated within the last six months, please forward a copy to me instead.

As outlined in the email sent to applicable members on November 11, recent amendments to Ontario Regulation 521/01 (*Collection of Personal Information*) require school boards to collect police record checks from members of designated committee.

Adjournment - Moved By: Stan Skalecki, that the meeting be adjourned at 12:45 p.m. CARRIED