

**1. Call to Order – 1:02 pm**

**2. Attendance via TEAMS online meeting platform**

Harry Fry (Chair)	Chris Guillemette
Alan Bottomley	Susan Wilson
Kimberley Gignac	Tracy Hanzlik
Albina Lavictoire	Melanie Gray
Candy St. Onge	Karen Gratton-Miscio
Lisa Paradis	
Louise Sargent	

**Regrets:** Barb Laverock, Nichole King, Laura Hansman

**3. Approval of Agenda:**

**March 18<sup>th</sup>, 2021**

*Moved* – Chris Guillemette

*Seconded* – Alan Bottomley

*Carried. No Conflict of interest*

**4. Approval of Minutes:**

**February 18<sup>th</sup>, 2021**

*Moved* – Chris Guillemette

*Seconded*- Louise Sargent

**Presentation Psych Supports**

Louise Maughan, the Board's lead psychologist presented to the group.

Louise is also a part of the multi-disciplinary team.

The psych team includes three psychoeducational consultants and Louise who is the lead registered psychologist. Louise reviews the psychoeducational assessments completed by her team and is responsible for diagnosing.

Pre-referral meetings are held annually at each school and a member of the psych team attends with a speech language pathologist. Meetings are attended by the principal, resource, and classroom teacher. The teacher presents students about whom they have concerns and the speech language pathologists and psych team offer recommendations for appropriate strategies and targeted interventions.

The benefits of these meetings include directing appropriate resources to students in need, tracking students and their response to interventions, providing the right type of assessment at the right time, tracking needs of the system and providing professional development opportunities for teachers.

The psychoeducational assessment is one piece of the puzzle to determine why a student may be struggling. Schools do not have to wait for an assessment before providing resource interventions.

Psychoeducational assessment provides the following functions:

– Getting to know the student as a learner

If the areas of concern include attention, behaviour, Autism, social or mental health, a psychological assessment is required and is completed by Louise.

The assessment outcomes can result in a diagnosis or identification. A Diagnosis is made by a Clinician and meets specific clinical criteria. An identification involves recommending a referral to the IPRC committee. This committee makes the decision of whether the student should be formally identified as exceptional in one or more of the categories of exceptionality defined by the Ministry of Education.

A report is generated for both the parents and the school and a debrief meeting is held for psych staff to present the report to parents and appropriate school staff.

Louise reviews many assessments completed by other Boards, agencies, and private practitioners. The parents sign a consent, the report is then sent to the psych department for review and a consultation report is completed. A recommendation based on the NNDSB criteria for identification and next steps are included in this report.

The psych department provides PD for teachers, EA's, principals etc. on such topics as IPRC categories and definitions.

The psych team also partners with One Kids Place developmental clinic to provide psychoeducational assessments for NNDSB students.

As needed Louise sits in on other working groups and committees including the board's multidisciplinary team.

Louise is a part of the association of Chief Psychologists of Ontario School Boards and they meet quarterly to discuss Ministry initiatives, best practices, and current issues.

#### **PAAC- Review of annual SEAC agenda, Input regarding terms of reference**

There were no questions received from the March meeting and the PAAC conversation.

SEAC is a legislated committee and must

One student did test positive in North Bay but has not been in contact with the

Standing Items:

1. Correspondence received requiring action.
- 2.