

Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and Church.

**SPECIAL EDUCATION
ADVISORY COMMITTEE**

MEETING MINUTES

April 30, 2021

MEETING DATE:	Friday, April 30, 2021
LOCATION OF MEETING:	Microsoft Teams Meeting & CEC Board Room
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM – 2:38 PM
NEXT MEETING:	1:30 PM Friday, May 18, 2021

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Member at Large, Chair
2.	<input type="checkbox"/>	Diane VanderZande	Member at Large, Vice Chair
3.	<input checked="" type="checkbox"/>	Dianne Griffiths	Member at Large
4.	<input checked="" type="checkbox"/>	Tom Fawcett	Member at Large
5.	<input type="checkbox"/>	Leslie Legros	Member at Large
6.	<input checked="" type="checkbox"/>	Aimee Foucher	KACL Representative
7.	<input checked="" type="checkbox"/>	Joel Willett	FIREFLY Representative
8.	<input type="checkbox"/>	Paul White	Director of Education
9.	<input checked="" type="checkbox"/>	Phyllis Eikre	Advisor to the Director of Education
10.	<input checked="" type="checkbox"/>	Andrea Batters	Special Education Coordinator
11.	<input checked="" type="checkbox"/>	Anne Sweeney	Trustee Representative
12.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. Opening Prayer – Phyllis Eikre

2. Roll Call – Cathy McQuillan

Regrets – Diane VanderZande, Paul White

3. Approval of March 26, 2021 Meeting Minutes

Approved: Tom Fawcett

Seconded: Dianne Griffiths

4. Correspondence: Letter Renfrew County Catholic District School Board Letter to Minister Lecce in support of Bill 172 regarding FASD. Attached 5

SEAC will recommend to the Kenora Catholic District School Board to send a letter of support.

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ADVISORY COMMITTEE****MEETING MINUTES****April 30, 2021****5. New Business: Nil****6. Professional Development: Attached 6**

Andrea Batters shared a **Fetal Alcohol Syndrome Disorder (FASD)** overview with the SEAC to provide the group with a brief summary (attached) of

- what FASD is*,
- Practical Supportive Classroom Strategies for assisting students with FASD diagnosis for Educators*,
- How to contact the Northwestern Ontario FASD Diagnostic Clinic*,
- What a typical FASD Diagnostic Clinic Report includes*, and
- How to contact FASD Community Support organizations* in our area.

Andrea thanked Chrysta Wood, NWO FASD Diagnostic Clinic worker, for providing the information and resources used in her **SEAC FASD PD** overview.

Tom Fawcett asked if the confirmation of the diagnosis of FASD need to be confirmed by a medical doctor?

Joel Willett confirmed that yes, the diagnosis still needs to be confirmed by a medical doctor. We have several physicians in our region that are involved with the diagnostic clinic. They do the medical portion of the assessment and then assist with the decision, which is multidisciplinary. Results are needed from speech-language pathologist, occupational therapy, psychology, and the medical physician, to make a diagnosis.

Joel Willett added that the Ministry has recently recognized the great work that has been happening with the FASD diagnostic team and that there are higher needs in our region than just one FASD worker can support. FIREFLY has received additional funding and just recently hired an additional FASD worker.

7. School Updates – Andrea Batters – Attached 8

Joel Willett wanted to share with SEAC that FIREFLY is working with five different school boards and KCDSB has set the bar high for accommodating our more complex learners. The principals have been very supportive of clinicians supporting students at school.

Joel Willett also wanted to comment from a parent perspective that her son was doing a Reach Ahead credit, with St. Thomas Aquinas High School, for students that are transitioning into grade 9. It has been a wonderful opportunity for her son to work on practical life skills for students moving into their teen years.

8. Business arising from last meeting:

Norine Schram asked if any students had expressed interest in applying to the Community-Integration - Through -Co-Operative Education Opportunity that Confederation College is offering.

Andrea Batters reported that the school teams were following up with Confederation College as there has been interest in leaning more about the program.

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9. Agency Reports

- **FIREFLY – Joel Willett – Attached 10**

- **KACL – Aimee Foucher**
 - KACL in collaboration with KCDSB, KDSB, and the Kid Zone Child Care Program are offering emergency child care services for essential workers. This is operating out of a kindergarten room at SMB.

 - Aimee Foucher worked with Marnie Buffet, [Early Years Coordinator], at KCDSB to get this up and running as quickly as possible. They were able to work out the use of the classroom, custodian care, and IT support.

 - 20 students are currently using the program and they may increase to 30 based on the needs.

 - Families can apply for the childcare on the KDSB website. If the family meets the criteria and are approved they will work with the supervisor to arrange for child care.

 - It has been challenging for the staff to meet the ministry virtual learning requirements. Children from kindergarten to grade 6 are in the program. Aimee and Marnie are working on a partnership with EAs and ECEs that may be able to go in and help some of the KCDSB students with their virtual classes.

- **Other Reports from Members-at-Large**
 - Tom Fawcett - Nil
 - Dianne Griffiths - Nil
 - Leslie Legros - Absent
 - Diane VanderZande - Regrets
 - Norine Schram - Nil

- **Trustee Report – Anne Sweeney – Reported on the March 23, 2021 Board Meeting**
 - Supporting Students with Transitions to St. Thomas Aquinas High School – Nicole Kurtz, Kylie Hughes, Travis, Batters, Katie Jackson and Jeff Sachowski
 - New Math Curriculum – Jordan Temple
 - Student Trustee Report – Julia Tkachuk and Maxwell Froese
 - Policy #5 – Trustee Code of Ethics – Phyllis Eikre
 - Policy #13 – Appeals Regarding Student Matters – Phyllis Eikre
 - Resignation of Kelly Sundmark
 - COVID-19 Update – Alison Smith
 - 2021 Ontario Catholic Youth Day Conference - Frank Bastone and Nicole Kurtz

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- You can watch the Board Meeting from March 23, 2021 here:
<https://www.youtube.com/watch?v=rnvsmcteHnU>

11. **Coordinator Report – Andrea Batters - Attached 11**
12. **Next Meeting: Tuesday, May 18, 2021, 1:30 PM**
Microsoft Teams



**Renfrew County
Catholic District
School Board**

499 Pembroke St. West
Pembroke, Ontario
K8A 5P1
1-800-267-0191
(613) 735-1031
FAX: (613) 735-2649
www.rccdsb.edu.on.ca

*...as an inclusive Catholic
educational community, we
are called to express our
mission as church, to pass
on the Good News of Jesus
Christ, to make it relevant in
the world today, and to be
the hope for the future.*

30 March 2021

Via email: minister.edu@ontario.ca

The Honorable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce:

The Renfrew County Catholic District School Board (RCCDSB), in support of a recommendation brought forward to the Board of Trustees by the Special Education Advisory Committee on March 29, 2021, is writing to support Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD). This proposed legislation will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD and require the Ontario College of Teachers and ECE programs to provide training with respect to FASD.

The RCCDSB is one of many school boards who has benefited from increasing staff knowledge on how to support students who are suspected or have a diagnosis of FASD. The RCCDSB multidisciplinary team, which includes Social Workers, School and Attendance Counsellors, Speech and Language Pathologists, Applied Behaviour Analysis Specialists, Safe Schools Coordinator and a Mental Health and Wellness Lead provide school-based assessment and in-school consultation for students with complex behavioural needs, including FASD. The team applies a transdisciplinary approach to assessment, which fosters holistic and person-centered collaboration to develop a plan for intervention that supports skill development and improved function at school.

Thank you for acknowledging our support for Bill 172.

Yours in Catholic Education,

Bob Schreader
Chair of the Board of Trustees

Pat O'Grady
Chair of SEAC

cc: Ontario Catholic School Trustees Association (OCSTA)
Ontario Catholic School Boards
Education Minister's Advisory Council on Special Education (MASCE)
RCCDSB SEAC

***Source:** On Feb 1, 2019, NWO FASD DIAGNOSTIC CLINIC team members Kerril Davidson Hunt and Chrysta Wood presented on *FASD in the Classroom* to KCDSB EAs.

Fetal Alcohol Syndrome Disorder (FASD)

* Every individual with FASD is unique in terms of their learning strengths and needs.

* ***“FASD is a lifelong disability. Individuals with FASD may experience challenges in their daily living, and need support with motor skills, physical health, learning, memory, attention, emotional regulation, and social skills”.***

During the PD educators learned about

-What FASD is

-Percentage of individuals affected in Canada (estimated 4% Cdn pop'n)

-10 Brain Domains or Functions that *may be* Impacted by FASD

1. Academic
2. Attention
3. Cognitive (thinking and reasoning)
4. Language (speaking and understanding)
5. Memory
6. Affect (feelings management and understanding)
7. Executive Functioning (organizing, planning and controlling one's thoughts to achieve goals)
8. Motor skills (fine motor and/or gross motor)
9. Adaptive Behaviour, Social Skills, Social Communication
10. Brain structure and functioning

Practical Supportive Classroom Strategies

-understanding and responding to a **student's learning profile** to set up strategies for success.

-**Cognition** – Wait time “10 second kids in an one-second world”

-**Attention strategies**

-**Memory strategies** (daily schedules, routines, lists, visuals etc.)

-**Motor coordination areas** to strengthen and practice

-**Academic areas of potential need:** reading comprehension, math concepts become challenging (especially around grade 3-5)

-**Adaptive behaviour** (social skills, time is a challenge, boundaries, transferring social rules to new situations)

-**Affect and mental health risk and supports**

→ understanding outward behaviour as communicating an unmet need

-Importance of Positive Relationships trusted and consistent caring adults

--Learning strengths to support learning needs e.g. Often stronger in visual learning domains—pair pictures, charts, diagrams and written directions with oral and text information

-Importance of **Cultural belonging**

-Resources and testimonials

Northwestern Ontario FASD Diagnostic Clinic – Supported by FIREFLY – information from their website

<http://www.fireflynw.ca/fasdclinic>

For more information please contact: fasdworker@fireflynw.ca

FASD Diagnostic Clinic REPORT

The multidisciplinary FASD Clinic Team (Neuropsychologist, OT, PT, FASD Worker, Clinic Coordinator, Physician, SLP, and BiCultural Clinician) provide a comprehensive profile of the child's strengths and needs. During the Clinic process, caregivers and educators complete in-depth questionnaires. When the Clinic Report is shared with the In-School Team, this learning information aids teachers in designing programming and learning accommodations towards IEP goal settings to increase student achievement and personal growth.

Report Components

- Physical Assessment
- Psychology Assessment
- Speech-Language Assessment
- OT Assessment
- Diagnosis
- Recommendations for supporting development in areas of need with strategies, activities and resources.
- Educational Supports and strategies given specifically

If the family wishes to do so, arrangements can be made for the **FASD Worker and the Clinic Coordinator** to meet with the family and/or school team to provide report clarifications.

Community Support Organization

***Caregiver Support Group** – Please email the FASD Worker, Chrysta Wood at fasdworker@fireflynw.ca

***Steering Committee** – no longer meeting; although, anyone interested is invited to join the **Clinic Advisory Committee**. If anyone wishes to join this group, also please contact fasdworker@fireflynw.ca

April 2021 - KCDSB SEAC School Updates

Pope John Paul II

- continuing to use Assistive Augmentative Communication with students in the form of low-tech communication boards and ProLoQuo2 on the iPad
- ongoing communication and consultation with the Occupational Therapist and Speech and Language Pathologist from FIREFLY
- weekly online and in-person Speech and Language and Occupational Therapy visits from FIREFLY
- weekly Tiny-Eye online Speech and Language sessions
- ongoing EMPOWER Reading sessions
- daily Literacy intervention
- ongoing consultation and programming with Sarah Pyzer, PBIS Support Lead, utilizing the ABLLS curriculum
- re-continuing with online learning platforms for students (literacy and math intervention, Empower Reading Program)
- in-person learning for students in Special Education who qualify
- collaboration with agency professionals, classroom teachers, education assistants, and LRTs to develop programming for our students
- Grade 6 Transition Meeting with STAHS

Ecole Ste-Marguerite Bourgeoys

Ecole Ste-Marguerite Bourgeoys has quickly made the transition to remote learning. Many packages of learning resources were picked up the Monday after Spring Break. Families and educators have continued to adjust their teaching and learning styles to meet the needs of the children. In order to meet the needs of students who are unable to be successful virtually we have provided some in person learning opportunities.

Educational Assistants and a Learning Resource Teacher are working face-to-face with those students struggling to have success online and who meet the government's criteria for special education support in the schools. Support is also being offered to small groups online by the Classroom Teacher, Learning Resource Teachers, and Educational Assistants.

In-School Assessments and Psychoeducational diagnostics are continuing during this time so that we may be able to better understand the strengths and weaknesses of our struggling students.

We know that this is not an ideal learning environment, but we will continue to put as many resources as possible in place to meet our student's needs.

STLLAS

In the last half of April, we have focused on supporting our students with special education needs through online learning. Our Education Assistants have each been assigned to a Google Classroom, where they are part of the daily lessons and then offer online, one-to-one, or small

group support for students who require re-teaching, prompting, or additional time with strategies.

Our Empower program continues daily and has been very successful with the students. We have continued to offer F.A.S.T. Reading strategies to the students who began receiving this earlier in the year, through the Education Assistants and Resource Teacher. Education Assistant and Resource Teacher schedules support student need in both the synchronous class time and additional supports during the regular class, asynchronous programming. In addition, students whose learning needs cannot be met in an online environment have been offered an opportunity to work in school, with in-person EA support, while still being part of the regular online classroom. By offering these human resource Special Education supports at many times during the day we hope to maximize our support of students. We are blessed to have all Education Assistants working a full-time schedule, either from home, or at the school. We are meeting weekly with each homeroom teacher to ensure we are responding in a timely fashion to demonstrated needs in the classroom. We continue to have weekly Education Assistant meetings online to ensure consistency and address concerns.

FIREFLY
KCDSB SEAC update
April 30, 2021

- 3 NOSM summer students joining FIREFLY for the summer (2 in Kenora and 1 in Dryden)
- CYMH holding a seat at the Complex Mental Health Provincial Collaboration Table
- Youth Council formed and is meeting in Red Lake
- FIREFLY leading working group in Red Lake looking to develop a Youth Hub - always looking for volunteers/partners to sit on the working group.
- Talk Thursdays continue every Thursday.
- SNAP in person on hold with new restrictions.

- Youth Mindfulness Group open to ages 12-17 on Wednesdays from 5-6 on Zoom starts April 21 but can still register - DM the youth hub.
- The application to provide Caregiver-Mediated Early Years Programming (MCCSS) was awarded in collaboration with Thrive, GJCC, One Kids Place and CCR to service the North. We will be offering to families with children ages 12-48 months with a diagnosis of ASD the options of Pivotal response Training or Project ImPACT
- CYMH team working on the implementation of iCarol software to be able to provide counselling services over text.
- Use of rehabilitation assistants and communication assistants throughout the region to continue intervention with clients, yet increase capacity for OT/PT/SLP to provide services to an increased number of clients.



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SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report
DATE:	Friday, April 30, 2021
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

Remote Teacher-Led Learning

With the pivot once again to teacher-led remote learning after Spring Break, everyone has been working to adapt Special Education programming and processes to serve the needs of students with special needs, within these increased COVID-19 measures.

Educators are accommodating learners virtually using technology and engaging remote teaching practices and, for students with complex Special Education Needs that cannot be met through a virtual learning setting, in person-supports arranged on specific school and individualized basis.

Board and community service providers are also connecting with families and School Teams to set up virtual programming or services whenever possible or, in exceptional instances when essential supports cannot be met online, in person within the COVID-19 guidelines in the schools.

Increased Ministry-Funded Academic Supports in Response to COVID-19 Pandemic

Plans are coming together towards delivering a Reading Intervention program designed to offer struggling readers who are at risk for falling behind due to the COVID-19 pandemic additional supports. The program aims to position an additional part-time educator in each of the KCDSB schools to work closely with students to help develop and strengthen their emergent literacy skills.