

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

May 18, 2021

MEETING DATE:	Tuesday, May 18, 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, June 18, 2021

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Member at Large, Chair
2.	<input checked="" type="checkbox"/>	Diane VanderZande	Member at Large, Vice Chair
3.	<input 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 type="checkbox"/>	Aimee Foucher	KACL Representative
7.	<input 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

2. Roll Call – Regrets – Paul White, Joel Willett, Dianne Griffiths, Leslie Legros, Aimee Foucher

Guest: Marnie Buffett

3. Approval of April 30, 2021 Meeting Minutes:

**Approved: Tom Fawcett
Seconded: Norine Schram**

4. Correspondence: Nil

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

May 18, 2021

5. New Business: Update to the KCDSB Special Education Plan – A Batters – Attached 4

- Kindergarten Registration Revisions Portion - Marnie Buffett – KCDSB Early Years Coordinator, on behalf of Andrea Batters and Sarah Pyzer from the Early Years Transition Team- Attached
- Norine Schram – SEAC Chair moved that, since SEAC has completed its consultations, and its annual review of the Board’s Special Education Plan, that SEAC approve the May 2019 amendments to the Special Education Plan as presented, recommends that the Board approves the May 2021 amendments to the Special Education Plan as presented, and further, that the Board forwards the amendments along with the Report to the Ministry of Education.
- Seconded: Diane VanderZande – SEAC Vice Chair
- Carried.
- Signed Motion - Attached 15
- Andrea Batters will do a presentation to the Trustees regarding the Updates to the KCDSB Special Education Plan at the June 18, 2021, Board Meeting.

6. Professional Development: Nil

7. School Updates – Andrea Batters - Attached 16

8. Business arising from last meeting: KCDSB Draft Letter to Minister Lecce – Bill 172 – Phyllis Eikre - Attached 18

- The letter will go to the May 18, 2021, Board Meeting for Approval.
- Andrea Batters will be supporting an FASD presentation by the NWO FASD Diagnostic Clinic the Board.
- The Board of Trustees will vote whether to send letter.
- If letter is approved Teresa Gallik, KCDSB Chair, and Norine Schram, SEAC Chair, will need to sign the letter.
- Cathy will send out a copy of the letter to all SEAC members as well as:
 - Ontario Catholic School Trustees Association (OCSTA)
 - Ontario Catholic School Boards
 - Education Minister’s Advisory Council on Special Education

9. Agency Reports

- FIREFLY – Joel Willett - Regrets
- KACL – Aimee Foucher - Regrets
- Other Reports from Members-at-Large
 - Tom Fawcett – Tom Fawcett sent his regrets for the June 18, 2021 meeting.
 - Dianne Griffiths- Regrets
 - Leslie Legros - Absent
 - Diane VanderZande - Nil
 - Norine Schram – Nil

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****May 18, 2021****10. Trustee Report – Anne Sweeney**

- Opening Prayer
- Renewed Vision for Pope John Paul II School
- New French Language Strategy – Engaging Families Through the Pandemic
- Indigenous Graduation Coach
- Student Trustee Report
- Policy #10 – Committees of the Board
- St. John School Site Development Project
- Northwestern Ontario Student Services Consortium Request for Proposal
- 2021 – 2022 School Year Calendar
- Catholic Education Week 2021
- COVID-19 Update

○ You can watch the April 20, 2021, Regular Board Meeting Video here:

<https://youtu.be/WcHFdLCwtwc>

11. Coordinator Report – Andrea Batters - Attached 19**12. Next Meeting: Friday, June 18, 2021, 1:30 PM,
Microsoft Teams**

Kenora Catholic District School Board Special Education Plan: Proposed Changes for 2021-2022

SECTION/Page	TOPIC	REVISIONS
PART 1: Special Education Programs and Services ROLES AND RESPONSIBILITIES P 9-10	Positive Behaviour Intervention and Support Lead*	Correct Job Title spelling to read: “Behavioural” Remove old introductory paragraph, Responsibilities section, and Qualifications sections Replace with new Position Summary, Position-Overall Responsibilities, and Position Duties
PART 1: Special Education Programs and Services ROLES AND RESPONSIBILITIES <i>Add new pages</i>	Positive Behaviour Intervention and Support Coach*	Update SE Plan to include the new Positive Behavioural Intervention and Support Coach job title, Position Summary, Position Overall Responsibilities, and Position Qualifications summaries
PART 1: Special Education Programs and Services ROLES AND RESPONSIBILITIES P. 10-11	Mental Health Lead*	Remove old introductory paragraph, Responsibilities section, and Qualifications sections Replace with new Position Summary, Position-Overall Responsibilities, and Position Duties
PART 1: Special Education Programs and Services ROLES AND RESPONSIBILITIES <i>Add new pages</i>	Mental Health Worker*	Update SE Plan to include the new Mental Health Worker job title, Position Summary, Position Overall Responsibilities, and Position Qualifications summaries
PART 1: Special Education Programs and Services ROLES AND RESPONSIBILITIES <i>Add new pages</i>	Student Well-Being Coach*	Update SE Plan to include the new Student Well-Being Coach job title, Position Summary, Position Overall Responsibilities, and Position Qualifications summaries
PART 1: Special Education Programs and Services ROLES AND RESPONSIBILITIES P. 13-14	Board Social Worker/Attendance Counsellor*	Remove entire Board Social Worker/Attendance Counsellor sections as this role is no longer a combined position Replace with a separate Attendance Counsellor job title, Position Summary, Position Overall Responsibilities, and Position Qualifications summaries

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

SECTION/Page	TOPIC	REVISIONS
<p>PART 1: Special Education Programs and Services EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES P. 23</p>	<p>Kenora Catholic District School Board Registration Procedures</p>	<p>Remove the entire section from--</p> <p>“School personnel (i.e. Learning Resource Teacher, Kindergarten Teacher...” <i>with the exception of</i> the paragraph “They will also ask if the child is child care currently and involved with any support services. If they are, please ask if they can provide a report.” Until the very end of the section as this content all deals with the ASQ, which we are proposing to discontinue use of.</p> <p>Add the following information</p> <p>-schools will meet with each family/ student as part of the transition to school process</p> <p>-schools will use this meeting time to start to build relationships with families and learn more about the child/ family (strength-based, family-centered approach)</p> <p>-in an effort to “strive to know each child as thoroughly as possible in order to provide learning opportunities that will be of benefit to the child”, the questions posed in the meeting will be open-ended and asset-based (educators will be provided with a bank of questions to use as a resource HERE)</p> <p>-KCDSB will work with community partners in an effort to provide opportunities to connect with families, in an authentic and supportive way, towards the goal of connecting families to services, as needed/ requested (re: early Intervention)</p>
<p>PART 1: Special Education Programs and Services IN-SCHOOL TEAM (IST) PROCESS P. 24</p>	<p>In-School Team Members</p>	<p>Update this section by</p> <ol style="list-style-type: none"> 1) Removing the word “(secondary)” and adding “(if applicable)” 2) Under the last point “The IST may include...” add the following line: “(e.g. PBIS Lead, Social Worker, Attendance Counsellor, FNMI Grad Coach, etc.) “

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

SECTION/Page	TOPIC	REVISIONS
PART 1: Special Education Programs and Services SPECIAL EDUCATION EQUIPMENT P44	Special Education Equipment	Update the Ministry link for updated SEA Guidelines, once available, for the 2021-22 school year
PART 2: The Board's Special Education Advisory Committee (SEAC) P. 54	List of SEAC Members	Update list to include Aimee Foucher, representative from the Kenora Association for Community Living. Update community members at large to reflect current SEAC members upcoming for the 2021-2022 school year.
Appendices APPENDIX A P. 57	Special Education Statistical Summary of IPRC Process	Update summary based on each school's IPRC process for the 2020-2021 school year, when finalized

***MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES
for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN**

Positive Behavioural Interventions and Supports (PBIS) Lead

Position Summary:

The Positive Behavioural Interventions and Supports (PBIS) Lead provides support and training to in-school teams (Principal, Teachers, Learning Resource Teachers, Educational Assistants and others as necessary) in the use of Applied Behaviour Analysis (ABA) and other behaviour intervention strategies for all students including those with Autism Spectrum Disorder (ASD) in elementary and secondary schools. They are an integral member of Instructional Services and a liaison with local community agencies.

The PBIS Lead reports directly to the Superintendent responsible for Safe and Inclusive Schools and works as part of the Instructional Services Department. The PBIS Lead works in close cooperation with the School Principals, Special Education Coordinator, Mental Health Lead and School Social Worker.

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

Position-Overall Responsibilities:

- Responsible to act professionally and to support the school's safe, inclusive and accepting learning environment by being a positive role model at all times.
- Responsible to evaluate the implementation of current Applied Behaviour Analysis (ABA) methodologies to promote independence and reduce challenging behaviour in all children and youth including those with Autism Spectrum Disorder.
- Responsible to support the implementation of Evidenced Based programming for both tier 3 students and as universal supports.
- Responsible to work with school Education Teams and other members of Instructional Services (i.e. Mental Health and School Social Worker) to lead the development of Strategies for a Safe and Successful Day plans for students with significant behavioural concerns. (usually Tier Three behaviours).
- Responsible to carry out assessments if qualified to do so.
- Responsible to lead Functional Behaviour Analysis (FBA) to support the development of a Strategies for a Safe and Successful Day plan.
- Responsible to model and implement intervention strategies with students.
- Responsible to provide support and training to Principals and parents on behavioural intervention strategies and ASD.
- Responsible to maintain CPI Instructor certification and provide at minimum, annual certification for board staff. Provide student specific CPI training as needed throughout the school year to school teams. Provide feedback to Principals on the correct use of CPI restraints. Provide evaluation to Principals on staff use of CPI and CPI restraints.
- Responsible to recommend and assist in the creation of materials, resources and evidenced based programming to support student need.
- Responsible to participate as a member of a multi-disciplinary team to assist school teams, parents and community partners in the facilitation of daily transitions. This includes transitions from the Ontario Autism Program to school based Applied Behaviour Analysis supports and services.
- Responsible to advocate for and support an equitable and inclusive school climate.
- Responsible to submit various reports on behalf of the board to the Ministry, as required.
- Responsible to provide behaviour resource services to Principals, Teachers and Students in the Board.
- Responsible to provide direct supervision to the Social Thinking Group Facilitator.
- Responsible to provide clinical support and direction to the Positive Behavioural Support Worker.
- Responsible to effectively manage the ABA Expertise budget and EPO(s) that fall within the scope of PBIS.
- Responsible to work with teachers, students, other school board staff and community partners to build healthy communities that foster self-esteem and positive relationships.
- Responsible to provide informative presentations on school-based ABA services to school board trustees and SEAC as requested and required.
- Responsible to work as a team member with the school Principals, the Mental Health Lead, the Aboriginal Resource Teacher and other staff to coordinate programs and activities in our schools and community.
- Responsible through ongoing training and research maintain a current expertise in the area of ABA and other evidenced based behavioural interventions.

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

Position Duties:

- Perform other job related duties as assigned by the Superintendent.
- Participate in Health and Safety training.

Position Qualifications:

- Post-Secondary degree or diploma in postgraduate studies or equivalent field experience in behavioural science (i.e. Autism and behavioural science, psychology, etc.)
- Experience providing and/or facilitating adult learning and training.
- Experience working with children and youth who have special education needs.
- Experience in working with children with behavioural issues.
- Experience in working with children with Autism Spectrum Disorder.
- Training and experience in implementing ABA principles.
- Knowledge or elementary and secondary education system in Ontario.
- Familiarity with special education issues, particularly those relevant for children and youth with autism spectrum disorders.
- Excellent organizational and coordinating skills.

Positive Behavioural Interventions and Supports (PBIS) Coach**Position Summary:**

The PBIS Coach will have direct involvement with select students meeting the criteria for the PBIS Student Support initiative. Students within this initiative will typically be students who are experiencing significant behavioural concerns that the need for intervention has been identified. The PBIS Coach will work as a member of a multi-disciplinary team, to support the development and implementation of a student's Safe and Successful Day Plan.

Position-Overall Responsibilities:

- Responsible to act professionally and to support the school's safe, inclusive and accepting learning environment by being a positive role model at all times.
- Responsible for carrying out duties assigned by the Principal, Learning Resource Teacher and Teachers.
- Responsible for supporting the needs of all students.

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

Position Duties:

- Build effective rapport with individual students
- Observe and report on student behaviour and progress
- Identify, define and track individual student behaviour
- Participate in the development of individual students' Safe and Successful Day Plans
- Implement effective intervention and instructional strategies (as set out in the Safe and Successful Day Plan and/or PBIS Consultation Plan etc.) to support a student(s) in reaching goals
- Support the monitoring and evaluation of a student's Safe and Successful Day Plan and/or PBIS Consultation Plan etc.
- Motivate and encourage students to participate in learning activities
- Facilitate and encourage positive student behaviours
- Supervise student in all school-related settings, including field trips
- Participate in professional development opportunities and job embedded training
- Promote, share, and build capacity within school and classroom teams, regarding the use of effective intervention strategies for all students
- Participate in Health and Safety training.

Position Qualifications:

- Autism and Behavioural Sciences Diploma and/or Behaviour Technician training required.
- Education Assistant, Child and Youth, Early Childhood Education Diploma is preferred.
- Ability to adapt as required to meet the needs of a diverse school community.
- Computer literacy is preferred

Mental Health Lead**Position Summary:**

In keeping with directions outlined in the Ontario Comprehensive Mental Health and Addictions Strategy, and in keeping with the Catholic Health Care Association of Canada Health Care Ethics Guide, this position requires the employee to coordinate, align, and implement a Catholic School Board Mental Health Strategy. Keeping in mind that Catholic health care institutions are communities of service, united through collaborative activities and inspired by Roman Catholic moral principles for promoting a healthy society. This

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

individual, in addition to providing leadership within the board and community in the area of school mental health, will serve as a liaison with provincial mental health initiatives, and will monitor and share our implementation, progress and learning. Moreover, the Mental Health Leader will support district capacity building for mental health services and support in schools. Moreover, the Mental Health Leader will

support district capacity building for mental health services and support in schools, evidence informed practice, and system navigation.

Position-Overall Responsibilities:

- Responsible to act professionally and to support the school's safe, inclusive and accepting learning environment by being a positive role model at all times.
- Responsible to have a solid grounding in the faith and moral principles of the Catholic Health Association of Canada Health Care Ethics Guide and in the unique role of Catholic Care giving witness to the Christian attitude toward suffering and healing in providing the best possible care in a manner and atmosphere fully inspired by the gospel.
- Responsible to serve as a liaison for provincial mental health initiatives. Collaborate with other Mental Health Leaders across the province to share learning and to provide input to the development and implementation of provincial resources.
- Responsible to work with system leaders in the board and community to further develop, implement, and communicate a comprehensive Kenora Catholic District School Board Mental Health and Addictions Strategy.
- Responsible to collaborate and work as a team member at the Board and school level.
- Responsible to work with the community partners to develop an integrated system of care, and to facilitate navigation for students and their families.
- Responsible to update the district needs assessment and resource mapping to identify specific service delivery gaps in the area of mental health and addictions for students.
- Responsible for drawing on clinical and leadership experience coordinate the delivery of mental health awareness and literacy programming, for a range of stakeholders within the Kenora Catholic District School Board.
- Responsible to assist in the selection and implementation of mental health promotion and prevention programming strategies for the Kenora Catholic District School Board.
- Submit reports to the Board and Ministry of Education as required. Responsible for the KCDSB mental health and addictions strategy. An action plan is to be provided on a yearly basis. The strategy to be updated every 3 years.

Position Duties:

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

- Responsible for providing clinical supervision, caseload management and assignments to Board Social Worker(s).
- Responsible to provide Applied Suicide Intervention Skills Training to the Kenora Catholic District School board staff.
- Responsible to be available during times of tragedy and crisis. To provide consultation and direct assistance to schools and the KCDSB

Mental Health Worker

Position Summary:

Counsel and advise students

Position Overall Responsibilities:

- Understanding and appreciation of First Nation cultural values and the ability to develop culturally appropriate approaches and interventions.
- Provide individual and/or family counselling and support to students as determined necessary by the mental health lead.
- Identify, assess, and respond respectfully to sensitive and confidential student issues.
- Develop and facilitate group sessions for students as required and deliver classroom-based programming upon request.
- Connect and liaise with community agencies and outside professionals to ensure timely and targeted support for students and the KCDSB community.
- Participate in ongoing supervision with the board's mental health lead.
- Demonstrates the ability to respectfully manage conflict and remain solution focused.
- Ability to manage a caseload, effectively prioritize and provide follow up on a case-by-case basis.
- Demonstrate the ability to work autonomously on day-to-day basis.
- Ability to build safe, supportive, and genuine relationships with all members of the School community.
- Promote the educational and personal growth of students in our school that have special attendance problems by working with students, parents, teachers, administrators, and community agencies when appropriate.
- Respond to referrals by initiating appropriate procedures and processes that will be in the best interest of the student.
- Maintain case files and reports to track student progress in order to recognize patterns in behavior.
- Assist in developing appropriate goals for the student's Individual Education Plan (IEP's).
- Work collaboratively and cooperatively with other counsellors and student services personnel in collaboration with school administration.

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

- Safeguard the confidential nature of the professional relationship with students/clients and the information obtained within that relationships.

Position Qualifications:

- Registered in good standing with a College recognized by the Psychotherapy Act. 2007.
- Solid grounding in the faith and moral principles of Catholicity.
- Extensive experience within a school setting.
- The successful candidate will have current knowledge of policies, legislation, programs, and issues related to the community, its institutions, and services in their areas of practice.
- Current valid Driver's License.
- Knowledge of Child and Adolescent development, systems theory, family dynamics and the clinical assessment process.
- Comprehensive understanding of Trauma informed practice.
- To be conversant with pertinent Acts and Regulations and their amendments.
- Able to work independently and display initiative in solving attendance, school adjustment, social, emotional, and behavioural problems of students.

Student Well-Being Coach

Position Summary:

Provide mental health check-ins, classroom-based skill building programming focused on tier 1 and tier 2 mental health promotion and prevention/early intervention. Service coordination to ensure students are receiving the right mental health support in a timely and responsive manner.

Position Overall Responsibilities:

- Identify, assess, and respond respectfully to sensitive and confidential student issues.
- Deliver tier 1 and tier 2 classroom-based programming on mental health promotion and prevention.
- Connect and liaise with community agencies and outside professionals to ensure timely and targeted support for students and the KCDSB community.
- Participate in ongoing supervision with the board's mental health lead.
- Demonstrates the ability to respectfully manage conflict and remain solution focused.

*Roles and responsibilities included in a separate document MULTI-DISCIPLINARY TEAM - ROLES AND RESPONSIBILITIES UPDATES for the 2021-2022 KCDSB SPECIAL EDUCATION PLAN

- Ability to manage a caseload, effectively prioritize and provide follow up on a case-by-case basis.
- Demonstrate the ability to work autonomously on day-to-day basis.
- Ability to build safe, supportive, and genuine relationships with all members of the Pope John Paul II School community.
- Understanding and appreciation of Aboriginal cultural values and the ability to develop culturally appropriate approaches and interventions.
- Promote the educational and personal growth of students in our school that have special attendance problems by working with students, parents, teachers, administrators, and community agencies when appropriate.
- Respond to referrals by initiating appropriate procedures and processes that will be in the best interest of the student.
- Assist in developing appropriate goals for the student's Individual Education Plan (IEPs).
- Work collaboratively and cooperatively with other counsellors and student services personnel in collaboration with school administration.
- Safeguard the confidential nature of the professional relationship with students/clients and the information obtained within that relationships.

Position Qualifications:

- A Bachelor's Degree in Sociology or Psychology. Consideration with appropriate experience will be given for a Three-year Child and Youth Worker Diploma.
- Solid grounding in the faith and moral principles of Catholicity.
- Extensive experience within a school setting.
- The successful candidate will have current knowledge of policies, legislation, programs, and issues related to the community, its institutions, and services in their areas of practice.
- Current valid Driver's License.
- Knowledge of Child and Adolescent development, systems theory, family dynamics and the clinical assessment process.
- Comprehensive understanding of Trauma informed practice.
- To be conversant with pertinent Acts and Regulations and their amendments.
- Able to work independently and display initiative in solving attendance, school adjustment, social, emotional, and behavioural problems of students.



Kenora Catholic District School Board Special Education Advisory Committee (SEAC) Support

SEAC is supportive of the range of special education programs and services made available across the Kenora Catholic District School Board.

At the May 18, 2021 SEAC meeting, SEAC approved the following motions:

Motion #1 THAT, since SEAC has completed *its* consultations; and its annual review of the Board's Special Education Plan/Manual and consulted on the checklist, SEAC approve the May 2021 amendments to the Special Education Plan/Manual as presented.

Moved by: Norine Schram
Seconded by: Diane VanderZande
Motion Carried
Date: May 18, 2021

Motion #2 SEAC recommends that the Board approves the May 2021 amendments to the Special Education Plan/Manual as presented and further, that the Board forwards the amendments and the requested checklist along with the Report to the Ministry of Education.

Moved by: Norine Schram
Seconded by: Diane VanderZande
Motion Carried:
Date: May 18, 2021

The above is attested to by:

A handwritten signature in blue ink, appearing to read "Norine Schram", written over a horizontal line.

Norine Schram, Chairperson
Special Education Advisory Committee
Kenora Catholic District School Board

A handwritten signature in blue ink, appearing to read "Diane VanderZande", written over a horizontal line.

Diane VanderZande, Vice Chairperson
Special Education Advisory Committee
Kenora Catholic District School Board

KCDSB In-School Team Updates – May 2021 SEAC

Pope John Paul II School

- 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
- continued online Speech and Language and Occupational Therapy visits from FIREFLY
- weekly Tiny-Eye online Speech and Language sessions
- daily EMPOWER Reading sessions
- daily Literacy intervention through the SALS
- ongoing consultation and programming with Sarah Pyzer, PBIS Support Lead, utilizing the ABLLS curriculum
- 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
- preparation of paperwork for upcoming IPRC meetings
- preparation of Jordan's Principle applications
- continued IST meetings
- continued RTD referrals
- students being assessed by Sullivan and Associates
- follow-up meetings with families/students and Dr. Stambrook
- IPRC Meetings take place on May 26th and 27th

St. John School

Everything at SJS continues to be running smoothly. Our in-person students have started to attend 2 days/week and are very happy to be in the building. Some students are receiving extra support with their online learning, other students are doing alternative programming, including life skills. We are thrilled to be able to provide extra support to some of our students during this difficult time.

Ecole Ste-Marquerite Bourgeoys

Ecole Ste-Marguerite Bourgeoys continues to meet the needs of students who are unable to be successful virtually by providing some in person learning opportunities. We have added more one - to - one virtual support for students with the Education Assistants during the asynchronous time. Teachers are also using this time to meet with students and answers any further questions that the students may have.

Intervention continues to be offered to small groups online by the Classroom Teacher, Learning Resource Teachers, and Educational Assistants.

In-School Assessments and Psychoeducational diagnostics have continued during this time, and we will be able to complete all scheduled assessments by year end.

The pivot to on-line learning has been reasonably smooth, though we all hope that we will return to in-person learning as soon as possible. We know that in-person learning is best but recognize that the students, parents, and educators are truly trying their best to make virtual learning as successful as possible.

St. Louis Living Arts School

Our work from last month has continued, and we are pleased with the results we are seeing from our students with the highest needs.

St. Thomas Aquinas High School

Reading Programs: The Empower and FAST reading programs have made a smooth transition to virtual instruction and are progressing well. Students continue to make gains in their reading.

IEPs: We finalized quad 4 IEPs and they were mailed home May 14th.

IPRCs: We will be completing the Annual IPRC Reviews this month.

Assessments: We have been completing in-school assessments such as the KTEA-Brief and Key Math, and have some students coming into the school to complete those. We had Sullivan and Associates assess 5 of our students at the end of April. We have also scheduled feedback meetings for 6 of our students to review the results of their assessments. Referrals continue to occur for Firefly services.

Transitions: We hosted the Grade 6 transition meetings with the elementary school teachers, LRTs and administration to ensure supports are in place for grade 6 students moving into grade 7. At these meetings teachers were able to review student learning strengths and areas for growth as well as share specific strategies to support them in grade 7.

Collaboration: We continue to work closely with board and outside service providers. We are completing Jordan's Principle renewals to ensure supports are in place for our students next year. We continue to stay in close communication with teachers and EAs and families in supporting students with the transition to virtual learning. We currently have 5 students who attend school in-person and receive 1:1 EA support. There are 6 EAs at the school to support students, as well as an LRT and administrator present to support.



1292 Heenan Place • Kenora, ON P9N 2Y8 • T: (807) 468-9851
F: (807) 468-8094 • www.kcdsb.on.ca

Dedicated to Excellence in Catholic Education



May 4, 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 Kenora Catholic District School Board (KCDSB), in support of a recommendation brought forward to the Board of Trustees by the Special Education Advisory Committee on April 30, 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 KCDSB is one of many school boards who has benefited from the increasing staff knowledge on how to support students who are suspected or have a diagnosis of FASD. The KCDSB multidisciplinary team, which includes Mental Health Workers, Attendance Counsellor, Speech and Language Pathologist, Positive Behavioural Interventions and Support Lead, Safe School Teams, and a Mental Health Lead provides in-school consultation and supports 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,

Teresa Gallik
Chair of the Board of Trustees

Norine Schram
Chair of SEAC

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



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 the Church.

SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report
DATE:	Tuesday, May 18, 2021
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

Continuing Special Education Processes

With the remote learning and stay at home order still in effect, annual Special Education Processes are continuing to take place virtually such as

- Transition meetings,
- Professional consultation meetings (Regional Teacher Diagnostician, Psychologist, etc.), and
- Identification Placement and Review Committee (IPRC) meetings.

June 11 Professional Development Day

Plans are also underway for the last Professional Development (PD) day for the 2020-2021 school year. Virtual learning sessions for Educational Assistants (EAs) will include topics relating to staff and student mental health and classroom strategies to promote student success.