

## 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**

**March 26, 2021**

MEETING DATE:	Friday, March 26, 2021
LOCATION OF MEETING:	Microsoft Teams Meeting & CEC Board Room
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM - 2:48 PM
NEXT MEETING:	1:30 PM Friday, April 30, 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 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"/>	Angela Holmstrom	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 – Andrea Batters**

**2. Roll Call: Regrets:** Paul White, Joel Willett

**Absent:** Leslie Legros

**Meeting Guest:** Nicole Kurtz, Erin Hercun, Danielle Grosset, Kirsten Dexter, Darlene MacGillivray, Laura Christie

**3. Approval of February 19, 2021 meeting minutes:**

**Accepted by:** Tom Fawcett

**Seconded by:** Dianne VanderZande

**4. Correspondence: Letter from Hastings and Prince Edward District School Board 3**

**Letter from Durham District School Board Letter to Metrolinx and Whitby Transit 4**

Attached

Noted by the SEAC committee

**5. New Business: Nil**

**Kenora Catholic District School Board**

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**SPECIAL EDUCATION  
ADVISORY COMMITTEE****MEETING MINUTES****March 26, 2021****6. Professional Development:**

**Confederation College--Community-Integration-Through-Co-Operative Education (CICE) 6 information session – Laura Christie, LOW/Red Lake College Campus Director and Darlene MacGillivray, Integration Facilitator—LOW Campus - Attached**

**7. School Updates – Andrea Batters – Attached 20****8. Business arising from last meeting: Nil****9. Agency Reports**

- **FIREFLY – Joel Willett - Regrets**
- **KACL – Angela Holmstrom - Nothing to report**
- **Other Reports from Members-at-Large**
  - **Tom Fawcett – Nothing to report**
  - **Dianne Griffiths – Nothing to report**
  - **Leslie Legros – Nothing to report**
  - **Diane VanderZande – Nothing to report**
  - **Norine Schram – Norine shared that Andrea Batters had reached out to her daughter Erica to see if she would like to talk to any students who are considering a CICE program. Erica's experience was different then the Confederation College program as she went away to school and was in person learning. She also committed to a program and received a CICE college certificate for that program. She had peer support in her program which made it very inclusive. Norine added there are CICE programs available in colleges throughout the province.**

**10. Trustee Report – Anne Sweeney - Attached 34****11. Coordinator Report – Andrea Batters - Attached 41****12. Next Meeting: Friday, April 30, 2021, 1:30 PM  
Microsoft Teams**



156 Ann Street, Belleville ON K8N 3L3  
 613-966-1170 | 1-800-267-4350  
 www.HPEschools.ca

**LEARNING TOGETHER**

February 19, 2021

Dr. Piotr Oglaza, Medical Officer of Health  
 Hastings Prince Edward Public Health  
 179 North Park Street  
 Belleville ON K8P 4P1

RECEIVED

MAR 06 2021

Dear Dr. Oglaza:

The Kenora Catholic District  
 School Board

**Re: Prioritization of vaccinations during Phase II in support of students with Special Education Needs and their staff**

As staff and students in Hastings and Prince Edward District School Board (HPEDSB) and the rest of the province pivot between face-to-face and remote learning, members of the Special Education Advisory Committee (SEAC) would like to request the Ministry of Health and our local health unit to strengthen its commitment to ensuring the health and safety of students and HPEDSB employees who work directly with students with high special needs, in regional and self-contained placements. Further, we wish to impress upon the Ministry and our local health experts the urgent need to provide students who are of appropriate age and their staff, with access to vaccinations as quickly as possible.

It is important to note that many students within our regional programs are adults and not children. These adult learners often have underlying health conditions, comorbidities (e.g., developmental disabilities such as Down's syndrome, spina bifida etc.) and would benefit from vaccines whether they reside in group home settings, or at home with parents/guardians.

Employees who work on a day-to-day basis within regional classrooms are at high risk for potential infection due to the proximity they must have with students and other staff. Students often routinely require assistance with eating, bathroom support, and transferring or lifting in order to access their programming. Employees are in effect, required to be in close proximity to their students, which adds to the risk of transmission. We value the added responsibilities that these individuals take on and feel they should have access to vaccination programs and information as early as possible.

In conclusion, we stress to the Ministry that, while we understand that there is a phased approach being employed and that resources have been put in place to ensure that vulnerable populations receive their vaccines in a priority sequence, we would also appreciate that our district leaders be informed of procedural steps as soon as possible so that these can be shared with our employees and families.

Sincerely,

*Kelly Allan*

Kelly Allan, Chair,  
 Special Education Advisory Committee  
 Hastings and Prince Edward District School Board

*Jason Sweet*

Jason Sweet, Vice-chair  
 Special Education Advisory Committee  
 Hastings and Prince Edward District School Board

c.c. Christine Elliott, Minister of Health  
 Stephen Lecce, Minister of Education  
 Daryl Kramp, MPP Hastings-Lennox & Addington  
 Todd Smith, MPP Bay of Quinte  
 Lucille Kyle, Chair of the Board  
 Lee-Anne Kerr, Chair, Parent Involvement Committee  
 Chairs of all Ontario Special Education Advisory Committees



Durham District School Board  
400 Taunton Road East  
Whitby, Ontario L1R 2K6  
Ph: 905-666-5500  
1-800-265-3968  
**ddsbs.ca**

March 25, 2021

Metrolinx  
97 Front Street West  
Toronto, ON. M5J 1E6

Attention: Phil Verster, President and CEO  
([ceo@metrolinx.com](mailto:ceo@metrolinx.com))

Karla Avis Birch, Chief Planning Officer  
([Karla.Avis-Birch@metrolinx.com](mailto:Karla.Avis-Birch@metrolinx.com))

Heather Platt, Chief Legal Officer  
([Heather.Platt@metrolinx.com](mailto:Heather.Platt@metrolinx.com))

Mayor and Members of Council  
Town of Whitby  
575 Rossland Road East  
Whitby, ON L1N 2M8

Attention: Chris Harris, Town Clerk  
([harrisc@whitby.ca](mailto:harrisc@whitby.ca))

Ministry of Transportation  
College Park, 5<sup>th</sup> Floor, 777 Bay Street  
Toronto, ON. M4A 1Z8

Attention: Honourable Caroline Mulroney  
([minister.mto@ontario.ca](mailto:minister.mto@ontario.ca))

Michael Beaton, Chief of Staff  
([Michael.Beaton@ontario.ca](mailto:Michael.Beaton@ontario.ca))

Ministry of Seniors and Accessibility  
College Park, 5th Floor  
777 Bay Street  
Toronto, ON M7A 1S5

Attention: Honourable Raymond Cho  
c/o Emma Lim, Executive Assistant to the  
Minister ([Emma.Lim@ontario.ca](mailto:Emma.Lim@ontario.ca))

To whom it may concern:

Re: Proposed Transit Mall, Town of Whitby  
Accessibility Concerns for Students of the Durham District School Board

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I write on behalf of the Durham District School Board's ("DDSBS") Special Education Advisory Committee ("SEAC"). The SEAC at the DDSBS is made up of representatives from several local advocacy groups supporting families whose children are identified with a broad-range of disabilities. Many children with disabilities rely on door-to-door pick up and drop off transportation service from the Durham Student Transportation Services ("DSTS"). It is important to note that DSTS provides school bus transportation services to both DDSBS and Durham Catholics District School Board students. These children receive this service when their disability prevents them from being reasonably expected to travel from home to a congregate bus stop as other children would. This service is deemed to be a necessary accommodation for these students and failure to provide this service would be a violation of the *Accessibility for Ontarians with Disabilities Act* ("AODA").

It is our understanding that there was a virtual question and answer event hosted by Metrolinx on January 7, 2021, which was attended by DDSB Planning Staff. At that Q & A, it was confirmed that school buses would **NOT** be allowed to travel along this section of Highway #2. This restriction would also apply to school buses serving students with special education needs, including students using wheelchairs and other mobility devices. If this policy stands, students with special needs who live along this section of Highway #2, would no longer be able to receive the necessary door-to-door pick that they currently receive and would then be required to travel outside of this section of Highway #2 to access their bussing. This scenario creates an accessibility barrier for these students in accessing the education that they have a right to in a fair and equitable way, especially in inclement weather.

We note that in regard to accessibility, the Metrolinx webpage states as follows:

“Metrolinx aims to provide the same level of service for all people in an integrated environment, to the greatest degree possible. See how we’re complying with the Accessibility for Ontarians with Disabilities Act.”

We would assert that the position to not allow DSTS School busses catering to students with special needs requiring door-to-door pick up and drop off to travel this corridor on Highway #2 is contradictory to that accessibility statement on the Metrolinx webpage. We further question whether Metrolinx’s position to disallow school busses providing door-to-door service for children with special education needs to travel through this corridor would meet the threshold of undo hardship required to in order be in compliance with AODA.

We ask that you reconsider this position and allow access through this section of Highway #2 to school busses providing door-to-door service to students with special education needs.

Yours truly,



Special Education Advisory Committee  
Durham District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

43977393.1

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Do you know someone that has always wanted to attend college, but may need extra support in order to be successful?



**If so, the Community Integration Through Cooperative Education (CICE) Program may be the right choice for that person**

# What makes the CICE different then other programs?

- ❓ Building confidence and enjoyment in learning in an academic environment, a sense of belonging to a College community
- ❓ One on one support provided by an Integration Facilitator, program and learning tailored to fit each student's needs
- ❓ Exploring different programs, work placements and subject areas to find out what they enjoy
- ❓ Learning important academic, life and work skills that provides tools for success after College.

# Requirements for the CICE Program

Demonstration of academic needs that require program modification in order to succeed.

Copy of most current formal academic assessment.

Transportation to and from the College and field placement locations.

Willingness to participate fully in the program.

Level of independence that precludes constant support



## Other Requirements

- Attend an informational session at the college with family or other support
- Attend the CICE program pre-interview
- Submitting an advocate reference letter
- Supplying a resume with goals
- Submit a copy of most current individual Educational Plan (if there is one)





### First Semester

- CI 108 Personal Skill Building
- CI 161 Seminar 1-Transition to College
- CI 162 Writing for Success
- CI 170 Navigating Healthy Lifestyles  
1 Program choice course

### Second Semester

- CI 260 Seminar 2-Skills Life & Work
- CI 261 Field Placement 1
- GE General Elective  
2 Program choice courses

### Third Semester

- CI 360 Seminar 3-Person & Prof Growth
- CI 361 Field Placement 2
- GE General Elective  
2 Program choice courses

### Fourth Semester

- CI 460 Transition to Work & Community
- CI 461 Field Placement 3
- GE General Elective  
2 Program choice courses

# Class & Placement Options



? Supported by an Integration Facilitator

? 4 Classes per semester

Including skills for life and work, computers, writing for success, healthy lifestyles and personal and professional growth

? Field Placements

? School Programs, Youth Artistic Classes, Local Businesses

? Electives based on student interest

? Indigenous Learning, Media Communications, Workplace Readiness

# The main role of the Integration Facilitator

Some of the duties and responsibilities of the Integration Facilitator include:

- **Attending classes with the CICE students**
- **Providing classroom supports, including note taking, lab support, group facilitating, and advocating for CICE student concerns**
- **Modifying course outlines, tests, and assignments, and forwarding to faculty for approval**
- **Preparing and supplementing class material**
- **Tutoring students and supporting students while preparing for and taking tests**

# Student Supports

As a Confederation College student you have access to:

**Counselling Services**  
personal/academic  
counseling, mental  
health etc.

**Student Accessibility**  
accommodation  
plans, assistive  
technologies etc.

**Indigenous Navigators**  
transitional and  
cultural support etc.

**Student Success  
Advisors**  
study skill workshops,  
resource referrals etc.

**Tutoring**  
professional/peer  
tutoring etc.

**Ombudsperson**  
conflict resolution etc.

**Library**  
Reference materials,  
Lib Guides etc.

**Student Associations**  
for all things fun!

# Health Plan



- ❓ All full-time domestic post-secondary students at Confederation College are enrolled in the Student Health & Dental Plan.
- ❓ The plan, administered by SUCCI, provides affordable health insurance designed especially for students on fixed incomes.
- ❓ **COVERAGE BEGINS** *September 1st* and **ENDS** *August 31st* **EACH** Academic Year!
- ❓ If you are covered under another comparable health insurance plan, you may opt-out of the SUCCI Extended Health Plan by providing proof of other coverage.
- ❓ Coverage includes: prescriptions, dental, and extended health care.



# Student Associations



## Activities run by the Student Associations

- KAHOOTS (online quiz games)
- Online Paint Sessions
- Wellness Bags
- Free college SWAG!
- 12 Days of Christmas Contest
- Plus more...

Check out your Campus Student Association to become more connected with your college community.



# <sup>15</sup> Various Possible Options for Financial Aid for the CICE Program

Shooniyaa-Wa-Biitong

Metis Nation Of Ontario

NeChee Friendship Centre

Independent First Nation  
Communities



In the past, regional CICE students have received financial support from these organizations.



## CICE tuition Costs

Approximately \$3,600 for tuition and fees each academic year

Textbooks & supplies additional  
Approximately \$500-\$750 per semester

Student need to have an ipad for use in the program

Join our Facebook Page!

<https://www.facebook.com/ConfederationKenora/>

Visit our Website!

<https://www.confederationcollege.ca/program/community-integration-through-co-operative-education>







**Lake of the Woods Campus Staff:**

Darlene MacGillivray: Integration Facilitator

Laura Christie: Campus Director

Brenda Chambers- Ivey: Academic Services Assistant

Geraldine Kakeeway: Student Success Advisor

Kathleen Tardi: Academic Services Assistant

Nikki Silva: Pre- Health Sciences Professor



QUESTIONS?

# CONTACT US!

**Laura Christie**

**Director, Lake of the Woods and Red Lake Campuses**

**[Laura.Christie@confederationcollege.ca](mailto:Laura.Christie@confederationcollege.ca)**

**Campus Phone 807-468-3121 ext. 3**

**Darlene MacGillivray**

**Integration Facilitator, Lake of the Woods Campus**

**[Darlene.MacGillivray@confederationcollege.ca](mailto:Darlene.MacGillivray@confederationcollege.ca)**

## **KCDSB February 2021 School SEAC Updates**

### **Ecole Ste-Marguerite Bourgeoys**

Last school year with the school closure due to COVID restrictions we found that many of our students were behind our expected French reading levels coming into their new grade. Many of our students have shown great progress with targeted intervention. This means that most students have met the mid-year achievement levels in reading. We continue to assess and provide intervention to those still struggling.

Our Math Lead Teacher has been supporting the teachers with the new Math curriculum and has provided small group intervention in various classrooms.

Jordan's Principle funding applications are on-going for students whose needs would be better supported with extra services such as a student support worker, Chromebooks, psycho-educational assessments, or sensory items.

### **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

-weekly IST meetings

-ongoing consultation and programming with Sarah Pyzer, PBIS Support Lead, utilizing the ABLLS curriculum

-Jordan's Principle referrals

### **St. Isidore Virtual School**

Here is how our elementary and secondary students are continuing to be supported at St. Isidore Virtual School:

- We maintain regular communication with teachers, parents, and students to assist with student engagement and IEP goals.
- We have weekly IST meetings to discuss next steps for student support.

- Empower: Grades 2-5 spelling and decoding is being offered virtually to elementary students.
- A Google Classroom support space has been created for both elementary and secondary students. Students are provided with small group instruction, or 1:1 assistance as needed, via Google Meet.
- Offline learning packages have been prepared and distributed to students who have been exempt from synchronous learning, or who require supplemental materials to help enhance their learning experiences in the virtual classroom.

### **St. John School**

We thought that it was important to note that since returning to school in September our students who require external services have been able to participate in regularly scheduled therapy sessions. Physiotherapy, Speech-Language Therapy and Occupational Therapy have all been running consistently, via virtual platforms. We are thankful that our students can participate in these very important services.

### **St. Louis Living Arts School**

Due to the gaps seen without consistent education from last March to September, back in the fall, we recognized the need to complete school-wide reading benchmarks to establish which students had maintained their reading levels from the previous school year, and which students had lost ground. In September, through transition funding, we completed PM Benchmarks on all our students. With this data, we were able to set reading goals for students and gave time between September and January for them to close identified gaps. We have now refocused our attention on students who have not been making the progress that we had hoped in their language skills, with more targeted intervention through SAL support and F.A.S.T. strategy reading interventions, for these specific students. We will re-assess the effectiveness of these interventions in May, and design individualized next steps for students as appropriate.

### **St. Thomas Aquinas High School**

**Reading Programs:** The Empower and FAST reading programs are progressing well. Students continue to make gains in their reading. A powerpoint indicating the gains made by the grade 7 & 8 students in the Empower reading programs is attached.

**IEPs:** We have worked as a team to plan for and review the OSSLT Field test that many of our high school students will be taking. We've reviewed the online platform, discussed the best ways to support our special education students and continue to ensure that the assessment accommodations will be in place for them to take this test. Next week we will be reviewing exam accommodations for quad 3 exams and will be updating IEPs to reflect quad 4 courses.

**IPRCs:** We have been completing virtual IPRC meetings as they come up.

**Assessments:** We have been completing in-school assessments such as the KTEA-Brief and Key Math, and Kirsten is being trained by Phyllis on other assessments. Referral packages are also being completed as we plan for Sullivan and Associates' second visit at the end of April to complete reassessments and assessments. Referrals continue to occur for Firefly services.

**Transitions:** We continue to stay in close communication with Mark Richards and Sommer Kennedy to ensure consistent support for students switching between in-person and virtual learning. Discussions regarding pathway options for Grade 8 students moving to grade 9 and planning of courses for high school next year have been occurring. Next month we will be hosting transition meetings with the elementary schools to ensure supports are in place for grade 6 students moving into grade 7.

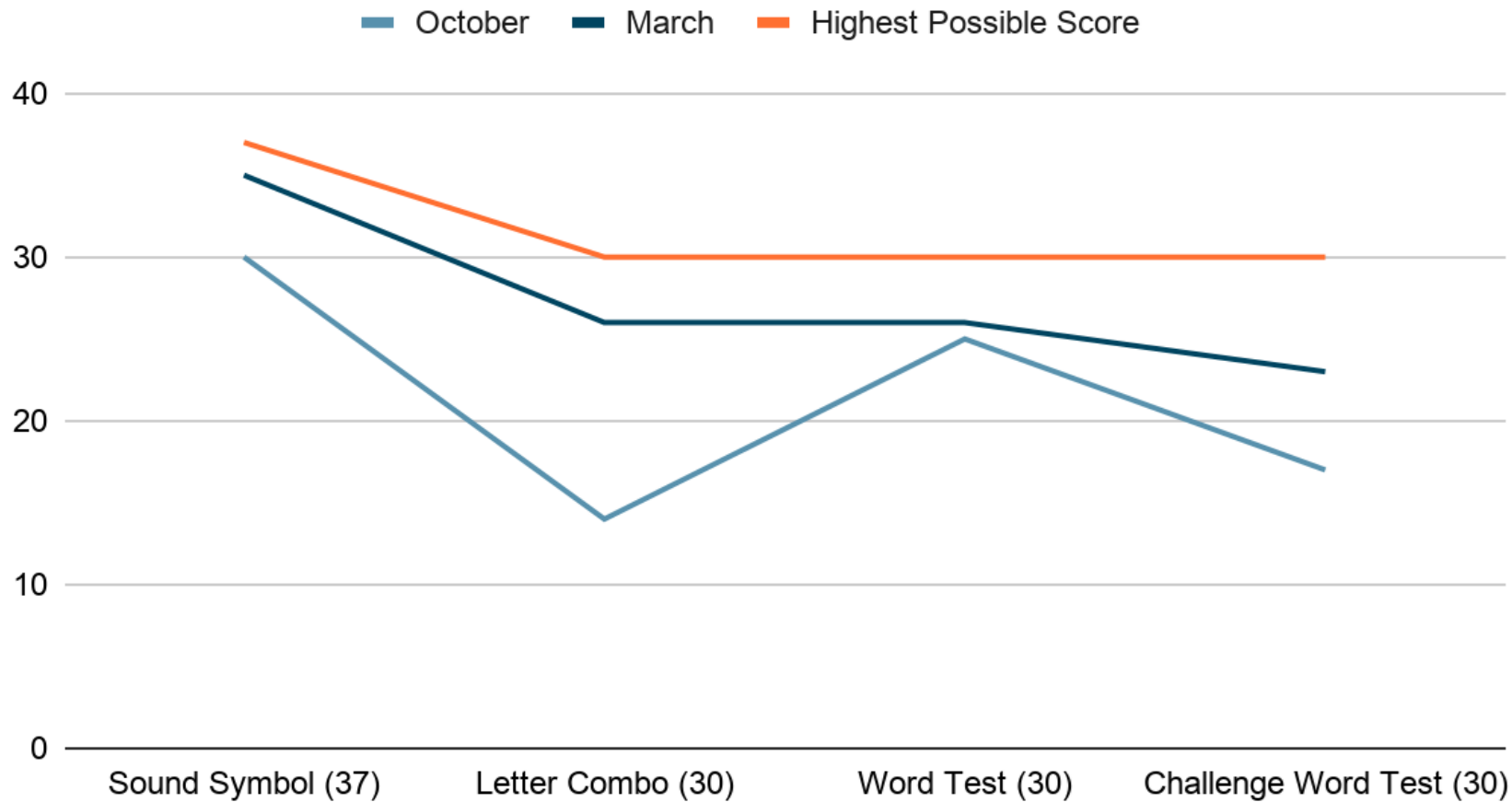
**Collaboration:** We continue to work closely with board and outside service providers and are looking forward to attending today's presentation regarding the CICE program.

# Empower Growth Charts

## Grade 7

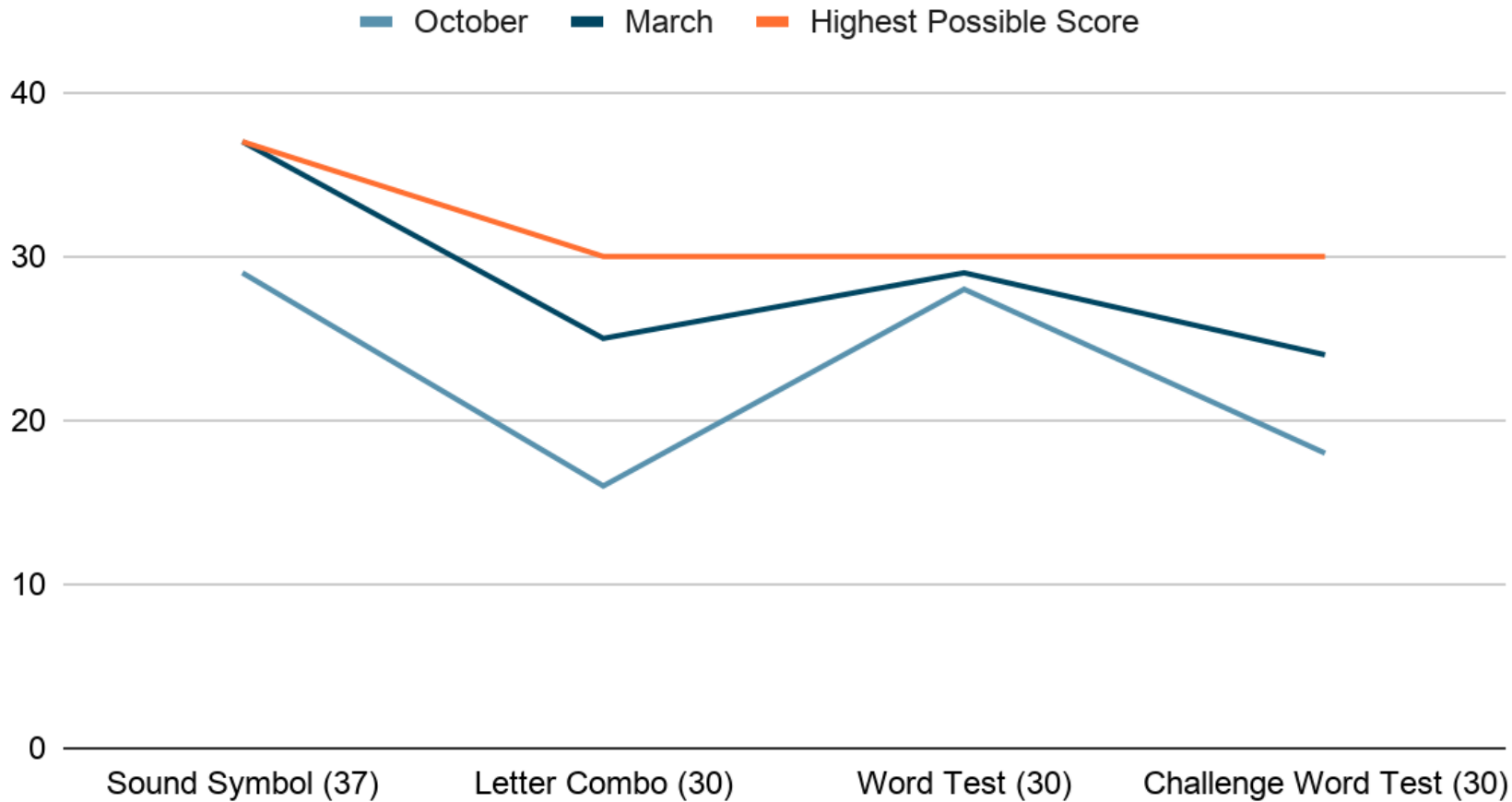
Pre & Mid Assessments  
October 2020- March 2021

# Student #1

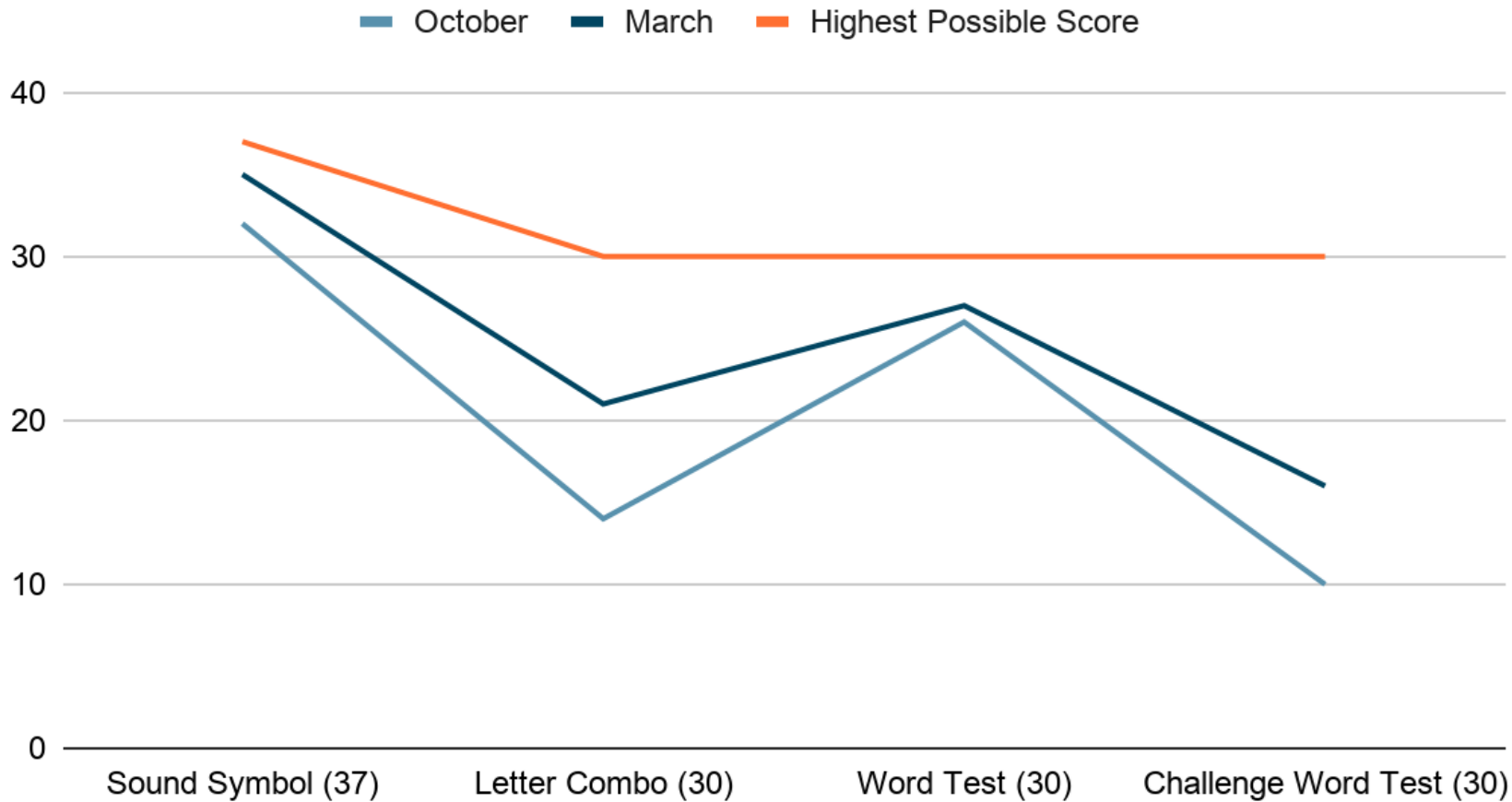




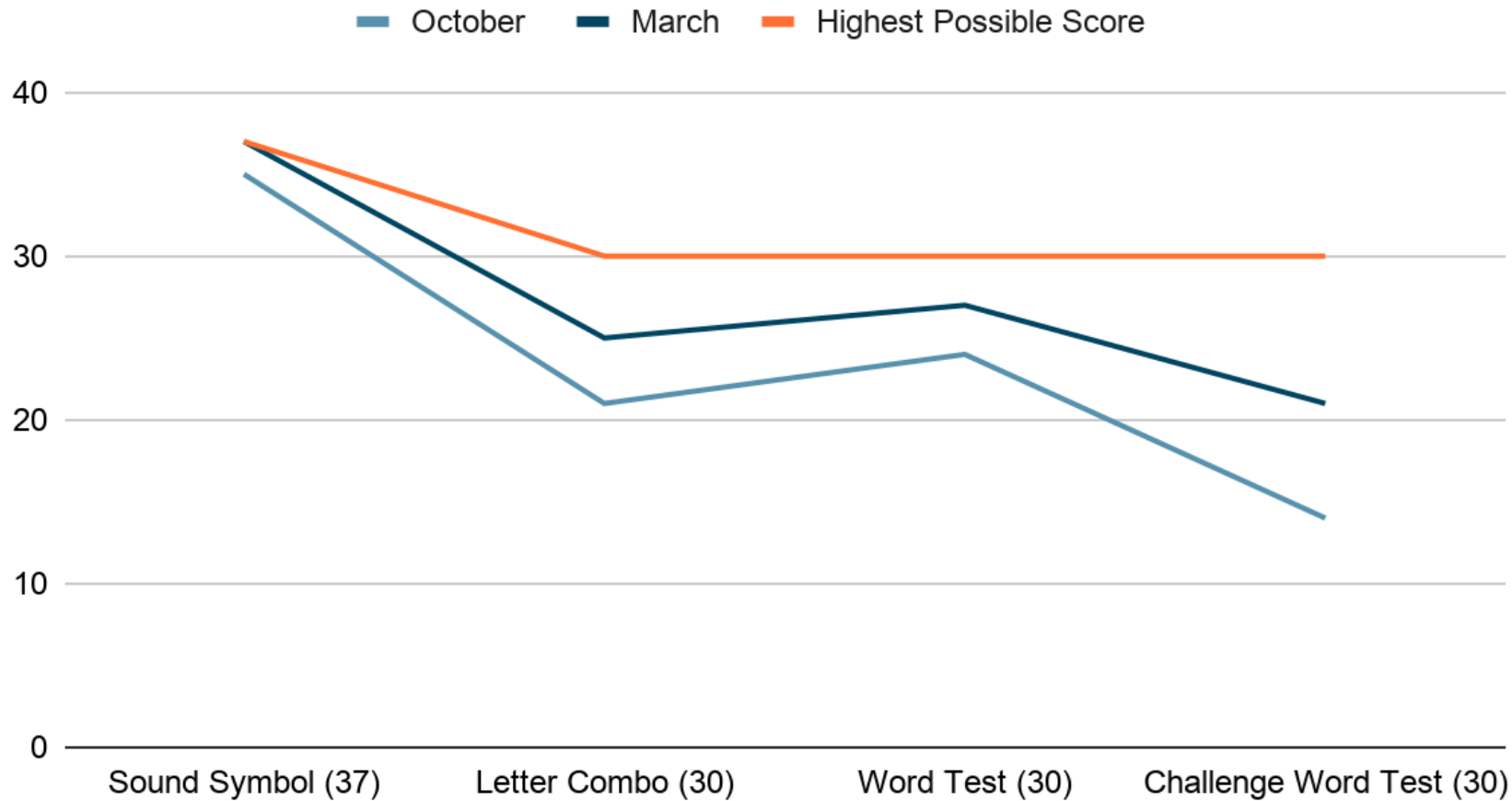
# Student #2



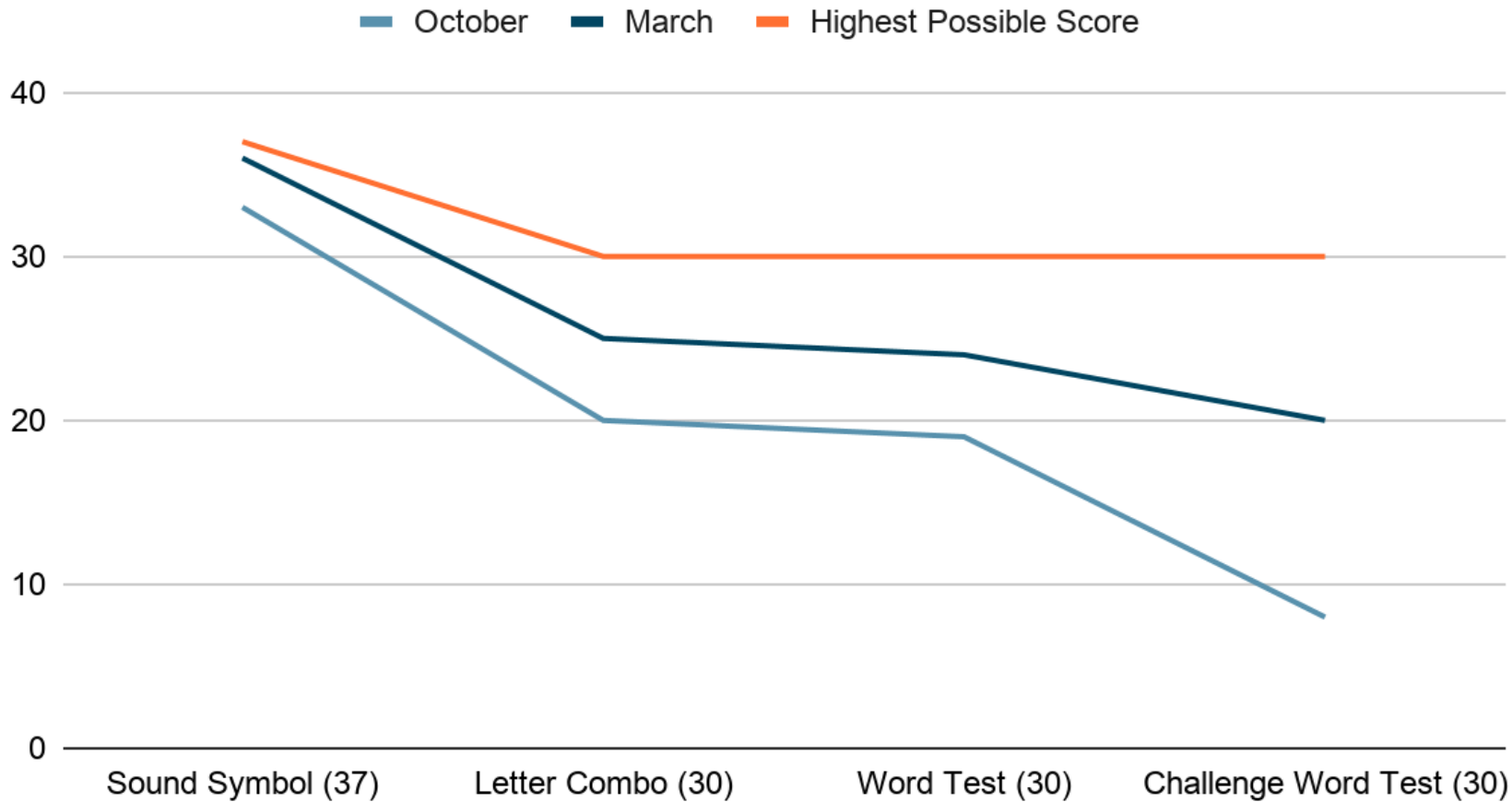
# Student #3



# Student #4



# Student #5

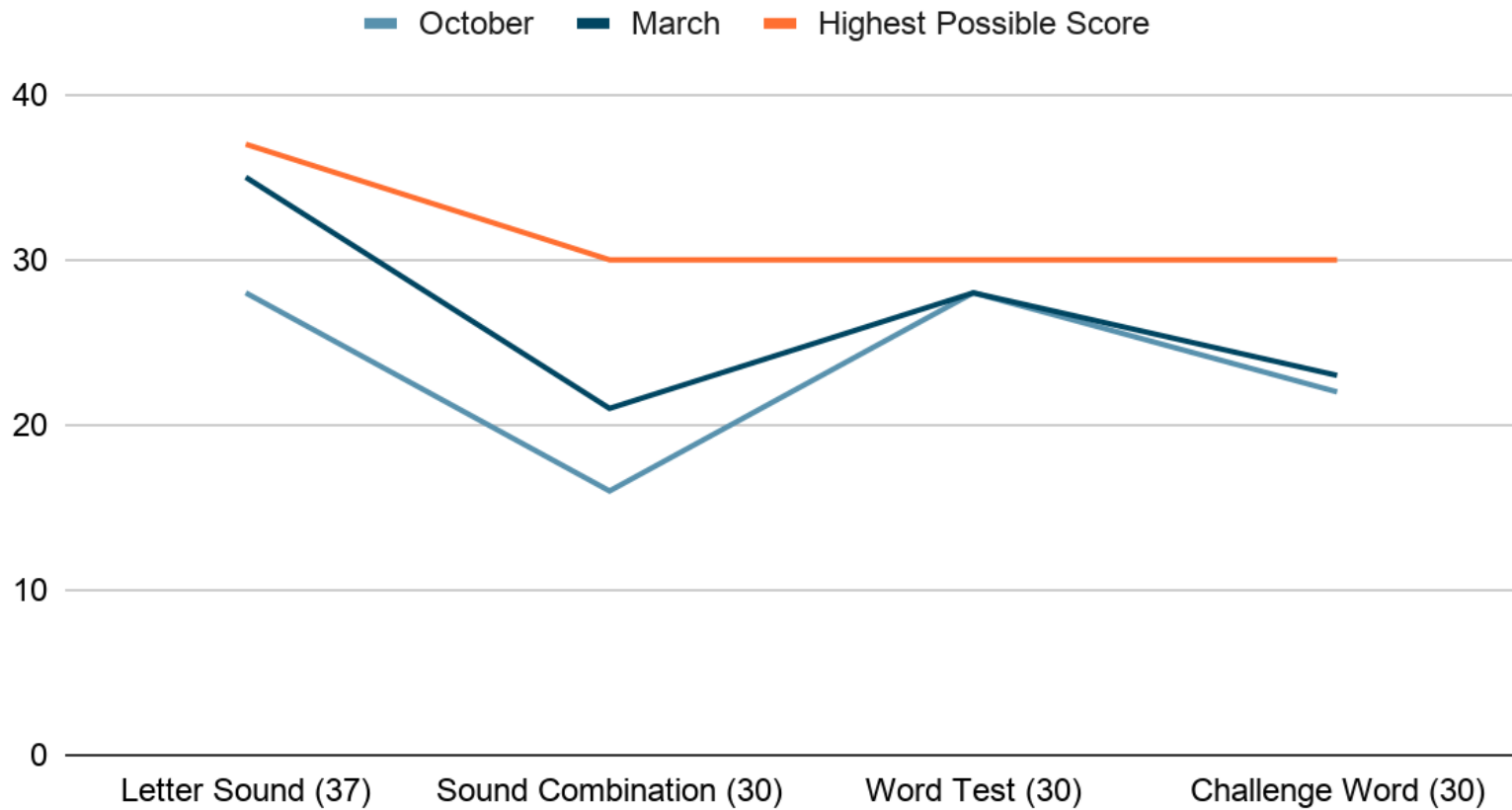


# Empower Growth Charts

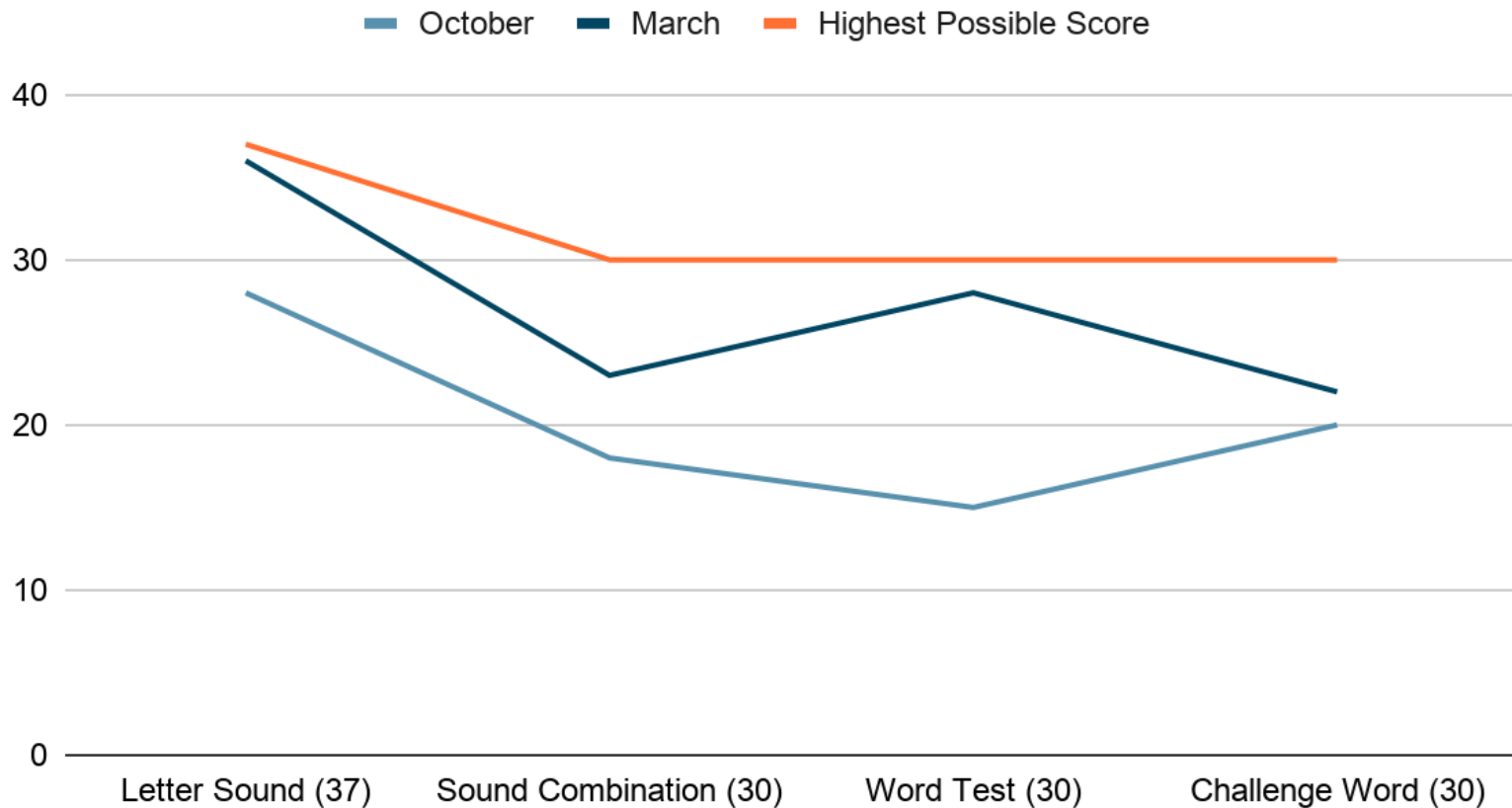
## Grade 8

Pre & Mid Assessments  
October 2020- March 2021

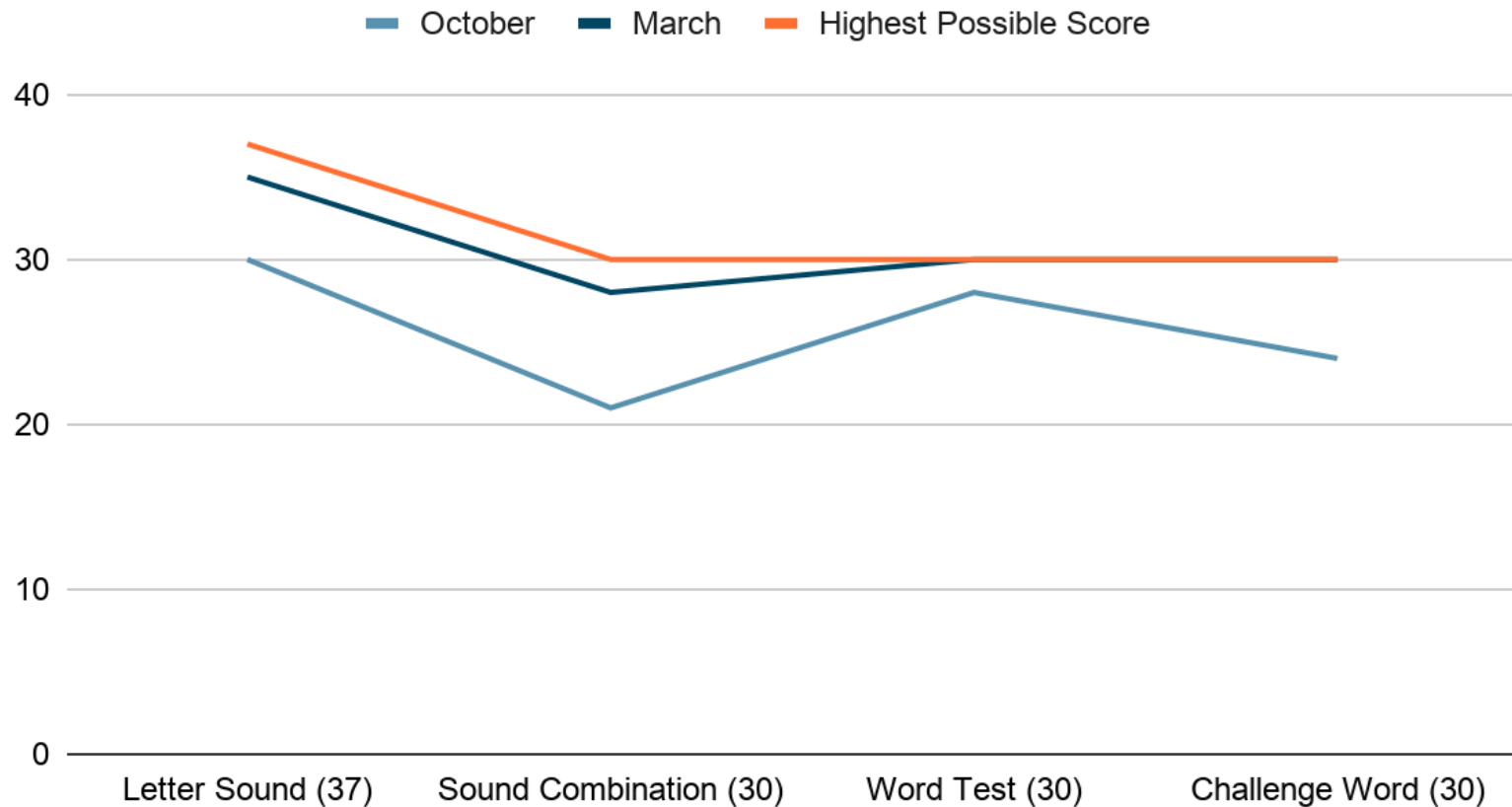
# Student #1<sup>30</sup>



# Student #2<sup>31</sup>

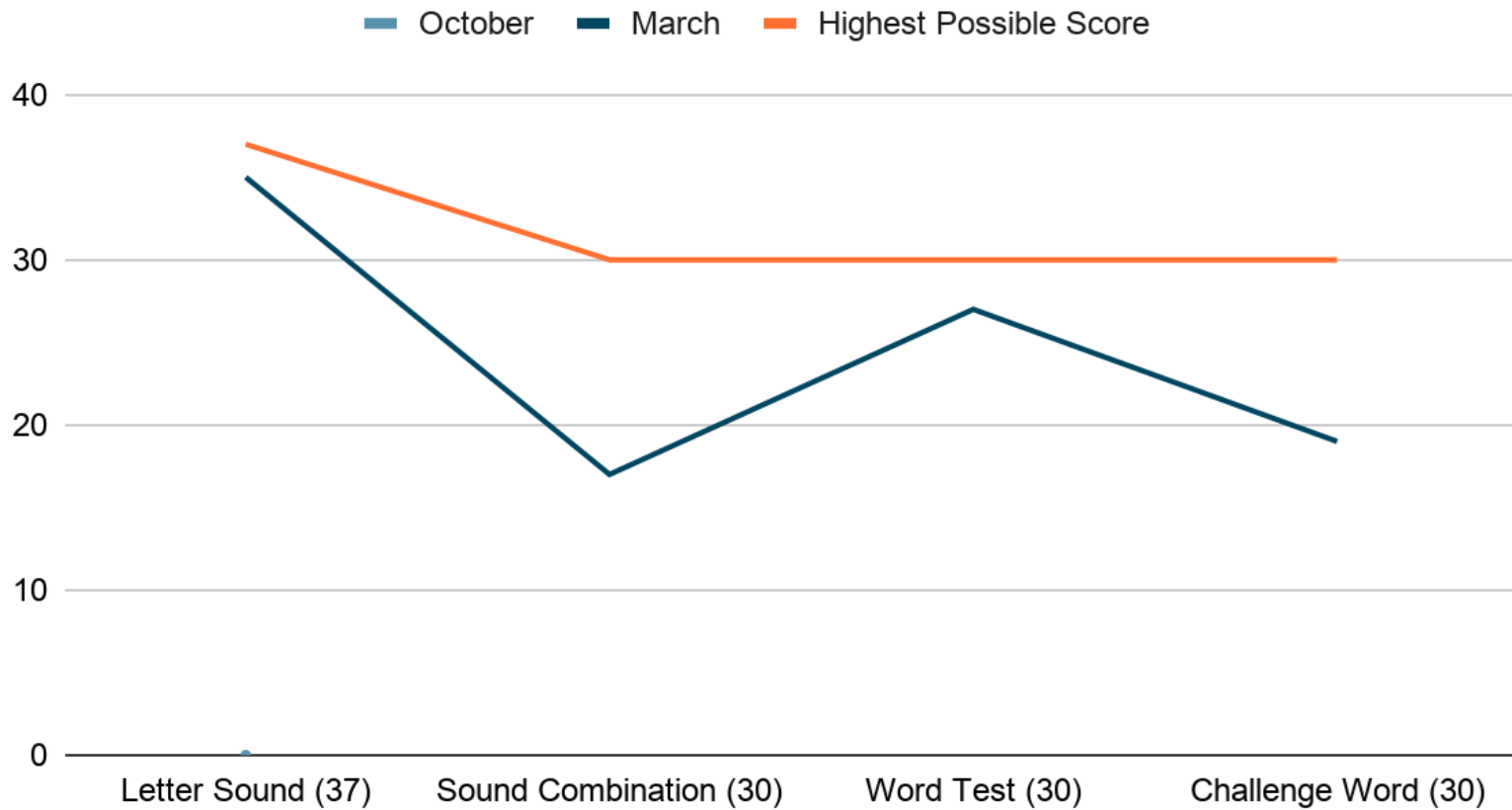


# Student #3<sup>32</sup>





# Student #4<sup>33</sup>



The Trustees held their Regular Board Meeting on **Tuesday, February 16**, and received an outstanding presentation from the St. Louis School Living Arts Team and learned about Kenora Catholic's Jordan's Principle vision from Alecia Cox and Andrea Batters.

Catch up with your Catholic Trustees by watching the February 16, 2021, Regular Board Meeting Video: <https://youtu.be/VOcnat10Pmo>

Here are the highlights of the meeting:

<p>St. John Paul, you lived your papacy building bridges between peoples of faiths and cultures different from your own... Bless us with your deep respect of others.</p> <p>Reply: St. John Paul, bless us with your reverence for others!</p>		<p><b>(0:03)</b> Opening Prayer with <b>Mariette Martineau</b></p> <p><b>(9:14)</b> St. Louis Living Arts Program – Maureen Frankcom, Kerri Favreau, Leanne Chisholm, Theresa Clarke and Karen Smith</p> <p><b>(35:22)</b> Jordan's Principle Vision – Alecia Cox and Andrea Batters</p> <p><b>(42:35)</b> Student Trustee Report – Julia Tkachuk and Maxwell Froese</p> <p><b>(46:26)</b> Policies – Phyllis Eikre</p> <p><b>(53:48)</b> Energy Efficiency Report – Alison Smith</p> <p><b>(56:11)</b> 2019 – 2024 Capital Plan – Alison Smith</p> <p><b>(1:00:55)</b> 2021 – 2022 School Year Calendar – Phyllis Eikre</p> <p><b>(1:03:44)</b> Ontario Catholic School Trustees' Association Regional Director Nomination – Paul White</p> <p><b>(1:06:28)</b> COVID-19 Update – Alison Smith</p> <p>February 16, 2021, Regular Board Meeting Video:</p>
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<https://youtu.be/VOcnat10Pmo>

**Pollinator Habitat**

This area has been planted with pollinator-friendly flowers and is protected from pesticides to provide valuable habitat for bees and other pollinators.

To learn how you can help to bring back the pollinators, please visit [www.xerxes.org](http://www.xerxes.org).

**Reflecting on our Purpose**

*If a school is willing to respond, the everchanging needs of society, no existence remain relevant. . . it will be a source of hope.*

What do children, families, see from a school?

How is our current experience? What are people looking for?

How can we build on the four already exists at our school?

Rather than recreating ourselves, we see the full growth of the have already been planted?

How can we actively live the Graduate Expectations?

**(9:14) St. Louis Living Arts Program**

The St. Louis Living Arts Team provided an update on the progress, successes and plans for the future of the St. Louis Living Arts Program. The presentation highlighted what makes St. Louis School’s Arts program unique and special through engaging activities, community connections, creating a learning hub for all ages and partnerships within the community.

**Who was Jordan?**

**(35:22) Jordan’s Principle Vision – Alecia Cox and Andrea Batters**

The presentation highlighted the vision for Jordan’s Principle at Kenora Catholic and how the program aims to support families and school teams in accessing education, health and social support for First Nation children with unmet needs. In partnership with Wauzhushk Onigum Nation the program will lead culture, achievement, success

and engagement of the program.

Alexia Cox also talked about the importance of Jordan's Principle by sharing the story of Jordan River Anderson a young boy from Norway House Cree Nation in Manitoba.



**(42:35) Student Trustee Report**

Student Trustee Julia Tkachuk and Maxwell Froese provided a report on the activities and initiatives happening at St. Thomas Aquinas High School during February. Students talked about the postponement of the March Break, bus cancellations due to extreme cold weather, and various activities that happened in February.

Despite the continued changes, students are continuing to persevere and find a new sense of normal and are focusing on expanding their knowledge and love for learning.

	<p><b>(46:26) Policies</b></p> <p>Phyllis Eikre, Advisor to the Director provided an overview of the recent legislative and local changes to the following board policies:</p> <p><a href="#">Policy #3 – Director of Education Job Description</a> (Reviewed)</p> <p><a href="#">Policy #6 – Role of the Trustee</a> (Reviewed)</p> <p><a href="#">Policy #10 – Committees of the Board</a> (Updated)</p> <p><a href="#">Policy #16 – Selection of the Director of Education</a> (Updated)</p> <p>Board Policies highlight governance functions of the Kenora Catholic District School Board. A full listing of Policies can be <a href="#">found here</a>.</p>
	<p><b>(53:48) Energy Efficiency Report</b></p> <p>Superintendent of Business Services, Alison Smith, provided a report on Kenora Catholic’s Energy projects, conservation, regulations, and upgrades to the system.</p> <p><b>(56:11) 2019 – 2024 Capital Plan</b></p> <p>Alison Smith presented the <a href="#">2019 – 2024 Capital Plan</a> identifying that the Board is currently in year</p>

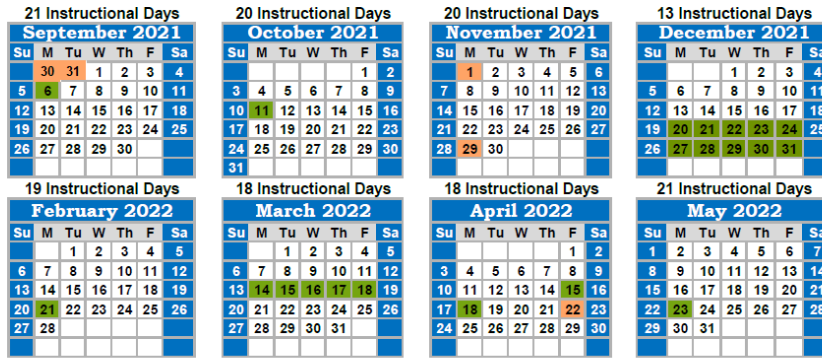
two of a five-year capital plan. The plan currently has 91 projects, including completed projects from 2019 /2020. The 2020 – 2021 year of capital projects is estimated at \$2.1 million dollars.

**(1:00:55) 2021 – 2022 School Year Calendar**

Phyllis Eikre provided a report on the consultation process for the 2021 – 2022 School Year Calendar. The calendar is currently in draft form until it's approved by the Ministry of Education.


**2021 - 2022 School Year Calendar**

SCHOOL HOLIDAY
  PD DAY
  EXAMS




All students begin school on September 1, 2021 and end school on June 24, 2022

<p><b>School Holidays</b></p> <p>September 6, 2021 Labour Day                  October 11, 2021 Thanksgiving                  Dec 20, 2021 - Dec 31, 2021 Christmas Holidays                  February 21, 2022 Family Day                  March 14-18, 2022 March Break                  April 15, 2022 Good Friday                  April 18, 2022 Easter Monday                  May 23, 2022 Victoria Day</p> <p><b>First Day of School for Students</b>                  September 1, 2021</p> <p><b>Last Day of School for Students</b>                  June 24, 2022</p>	<p><b>Professional Activity Days</b></p> <p>August 30, 2021 Professional Development                  August 31, 2021 Professional Development                  November 1, 2021 Professional Development                  November 29, 2021 Professional Development                  January 28, 2022 Elementary Report Cards                  Secondary Curriculum                  April 22, 2022 Professional Development                  June 10, 2022 Elementary Report Cards                  Secondary Curriculum</p>	<p><b>Elementary</b></p> <p>Progress Report Nov                  Report Card Feb                  Report Card Ju</p> <p><b>Secondary</b></p> <p>Semester 1 Aug                  Semester 1 Term 1 Aug                  Semester 1 Term 2 Nov                  Mid Term Report Nov                  Exams Jan                  Final Report Feb                  Semester 2 January 28                  Semester 2 Term 1 Jan                  Semester 2 Term 2 Apr                  Mid Term Report Apr                  Exams June                  Final Report July</p>
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**(1:03:44) Ontario Catholic School Trustees' Association Regional Director Nomination**

Director Paul White presented information about the Ontario Catholic School Trustees' Association nomination process for Regional #2. The Board approved the nomination for Trustee Frank Bastone as a candidate for the Region #2 Director role.



**(1:06:28) COVID-19 Update**

Superintendent Smith provided a status report on COVID-19 at Kenora Catholic. Smith updated the Trustees on the daily screening and attestation process for students in Grades 9 – 12 as well as employees and that there are currently no positive or active cases of the virus at Kenora Catholic.



**NOTICE OF  
REGULAR  
Board Meeting**  
7:00 PM - Microsoft Team

**March Board Meeting**

The next Board Meeting for the Kenora Catholic District School Board is scheduled for March 23, 2021 at 7:00 PM.

All are welcome to be part of the audience.





## Kenora Catholic District School Board

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SEAC Report  
By Special Education Coordinator

<b>SUBJECT:</b>	Special Education Coordinator's Report
<b>DATE:</b>	Friday, March 26, 2021
<b>PREPARED FOR:</b>	Special Education Advisory Committee
<b>AGENDA AREA:</b>	Public Session
<b>PREPARED BY:</b>	Andrea Batters, Special Education Coordinator

In response to the new "April Break", the April **Professional Development (PD) Day** was shifted ahead to **Friday, March 19**. The focus of this virtual learning day centered around **Numeracy and Technology**.

In the morning, **all KCDSB educators** joined in a two-part, informative, engaging, and interactive keynote presentation by Jon Orr. Mr. Orr is a math teacher at John McGregor Secondary School in the Lambton-Kent District School Board. In addition to teaching high school math, Jon leads workshops and presentations on teaching pedagogy in the math classroom. He also cohosts the podcast [Making Math Moments That Matter](#) with his friend Kyle Pearce. Jon's learning sessions focused on how educators can promote 'productive struggle' when engaging students in authentic learning activities. Productive struggle involves active thinking and problem solving on the part of the student as s/he stretches his/her understanding to connect new learning to previously learnt concepts. Throughout his workshops, Jon shared his [four evidence-based strategies for Making Math That Moments Matter](#). Also called **The Curiosity Path**, this framework sets up deeper mathematical sensemaking for students when the educator

- Withholds information,
- Builds anticipation,
- Invites students to Notice & Wonder, and encourages them to
- Develop Estimates.

During the **afternoon PD sessions, classroom teachers** continued their work with **Jon Orr** with a focus on designing meaningful math lessons for their classes. **Elementary teachers** took part in a session called **How to Start a Math Fight** which provided teachers strategies to get their students actively estimating, questioning, discussing, and defending their thinking among their peers. **High school teachers** participated in a workshop entitled **Are You Picky Enough**. In his session, Jon provided an overview of why being selective



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about technology and programs will “help fuel sense-making” in their students and shared recommended apps, websites, gadgets and tools to support math learning.

**Elementary teachers** also had the option to join **Megan Baker** (KCDSB Technology Enabled Learning Teacher) or **Mark Richards** (St Thomas Aquinas High School Math Teacher and Vice Principal of St. Isidore Virtual Secondary School) who led sessions on how to navigate and design lessons using coding software. **Megan’s** session provided an overview of **Co-Spaces**, a “mixed reality web-based application that allows users to create and engage with interactive media content”. Co-Spaces allows learners to show their learning by creating “virtual interactive worlds”. Mark’s workshop allowed teachers to explore coding using the **Scratch platform**. Scratch is a “programming language and an online community where children can program and share interactive media such as stories, games, and animation [... all while] learning to think creatively, work collaboratively, and reason systematically.”

For the **afternoon PD Sessions, Educational Assistants (EAs)** joined Cindy Melenchenko, KCDSB Experiential Learning Lead, and me in two sessions that centered around **technology** and **supporting students who require additional support in their math learning**.

The first afternoon session, **Reconnecting with Tech Virtual Platforms and Tools** was led by Ms. Melenchenko. In response to an overwhelming request for further PD for classroom technology tools, Cindy modeled the use of a popular collaborative learning platform, [Google Jamboard](#), followed by an overview of individualized options for Technology practice and further learning involving common classroom platforms, software, and applications. Those who are confident in their use of these Tech Tools had the option to select an additional, pre-recorded [Numeracy Support Webinar](#) from our morning key-note speaker, Jon Orr, or to further their technology and mind-set professional development by connecting with other curated video resources—including those that were created by Megan Baker from the January EA PD Day.

I led the last session **Supporting Students – Math Strategies for Your Toolkit** with the support of Cindy as facilitator. This workshop touched on the common Learning Profile characteristics of students who struggle with areas of their mathematics learning. Together, we explored ways to facilitate a student’s learning accommodations using practical approaches including low tech and high tech supports. Participants were also provided with an [electronic summary of this session](#) with links to further resources. Finally, the days’ learning wrapped up with Cindy leading a closing Jamboard activity wherein everyone was invited to share their thoughts, questions, and ideas for upcoming PD learning sessions in real-time.



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In addition to board-wide PD, during the last month two of KCDSB's newest Learning Resource Teachers (LRTs)--Kirsten Dexter and Tahsha Shelske--have been able to engage in in-depth learning about **norms-reference educational assessments**. Under the expert instruction of **Mrs. Phyllis Eikre**, retired KCDSB Director and present KCDSB Advisor to the Director of Education, these LRTs have been learning how to effectively deliver, score, and interpret these tests. These special education teacher-administered, **diagnostic assessments** are part of the **early and ongoing identification process** of determining student learning strengths and needs to create personalized and precise learning opportunities.