

## 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

June 18, 2021

MEETING DATE:	Friday, June 18, 2021
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM –2:27 PM
NEXT MEETING:	1:30 PM Friday, September 17, 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 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 – Andrea Batters

#### 2. Roll Call: Regrets, Tom Fawcett, Aimee Foucher, Joel Willett, Paul White

**Re: Email received from Leslie Legros:** She has moved into an apartment and believes she is not a Catholic School Board rate payer and therefore cannot sit on SEAC. She was working full time day shift so unable to participate in meetings. However, she is back to a part time shifts position and may be available to participate, but only receives her shifts on a weekly basis. She is willing to stay on the committee if she still meets the requirements.

**Norine Shram** asked if it is possible to redirect taxes from an apartment?

**Phyllis Eikre** responded that yes, it is possible to ask your landlord to direct your taxes to Catholic. Leslie or her landlord could contact Lena at the CEC to help them with the paperwork.

**Norine Schram** asked that we could look at this in September to work out the details with Leslie regarding redirecting her taxes. Leslie rents at Southward Villas which is a Life Lease managed by Murdock Management. 204-669-2000.

**Diane VanderZande** will provide a cell phone contact for Leslie to SEAC.

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ADVISORY COMMITTEE**

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**June 18, 2021**

### 3. Approval of May 18, 2021, Meeting Minutes

Approved: Diane VanderZande

Seconded: Norine Schram

### 4. Correspondence: Brant Haldimand Norfolk Catholic District School Board – Attached (4)

**Letter of Support for Bill 172**

### 5. New Business: Draft SEAC Meeting Schedule – 2021-2022 School Year: Cathy McQuillan – Attached (5)

The 2021-2022 meeting schedule was accepted by SEAC.

### 6. Professional Development: Andrea Batters

PD was not planned for this meeting but moving forward if there are any area that SEAC would like to cover please reach out to her.

**Phyllis Eikre** suggested for PD that over the next year we cover a portion of the Special Education manual in some meetings. Perhaps, four meetings per year over the next few years to cover the material.

**Norine Schram** added that we also have a financial presentation each year.

She also suggested Tom Doherty from St. John School who is the regional representative for the Metis Association.

### 7. School Updates – Andrea Batters – Attached (6)

### 8. Business arising from last meeting:

- **KCDSB letter to Minister Lecce – Bill 172 – Cathy McQuillan – Attached (7)**
  - **The letter has been sent to:**
    - Minister Lecce**
    - Ontario Catholic School Trustees Association**
    - Education Minister’s Advisory Council on Special Education**
    - Ontario Catholic School Boards**
    - KCDSB SEAC**
- **Enter signed motions into SEAC minutes– Norine Schram – Attached**
  - **Motion 065-2021 – That the Board approve the 2021 amendments to the Special Education Plan/Manual. (8)**
  - **Motion 066-2021 – That the Board forward the 2021 amendments to the Ministry of Education. (9)**

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**MEETING MINUTES**

**June 18, 2021**

- SEAC 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.
- SEAC 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 forward the amendments and the requested checklist along with the Report to the Ministry of Education. (10)

### 9. Agency Reports

- **FIREFLY – Joel Willett (22)**  
Joel was unable to attend but sent a report that Andrea shared with the committee. – Attached
- **KACL – Aimee Foucher - Regrets**
- **Other Reports from Members-at-Large**
  - Tom Fawcett – Regrets
  - Dianne Griffiths – Nothing to report
  - Leslie Legros - Absent
  - Diane VanderZande – Nothing to report
  - Norine Schram - Nothing to report

### 10. Trustee Report –Board Meeting on May 18 - Anne Sweeney

- Opening Prayer
- Expansion of Outdoor Learning Environments at St. John School
- Now More than Ever Mental Health Supports During the Pandemic
- Fetal Alcohol Syndrome Disorder and Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder
- Student Trustee Report
- Policy #9 – Board Operations and New Indigenous Student Trustee
- Resignation of Pat Spivey and Teresa Kuka for Retirement
- Occupational Health and Safety Committee Report for 2021 - 2022
- 2021 Grants for Student Needs
- Catholic Education Week – Nurturing Hope and We Grow Graduates
- Special Education Advisory Committee Shared Letter Regarding Bill 172
- 2021 Ontario Student Youth Day Conference
- COVID-19 Update

- You can watch the May 18, 2021, Regular Board Meeting Video here:

<https://www.youtube.com/watch?v=zXnMR96Y3is>

### 11. Coordinator Report – Andrea Batters – Attached (22)

### 12. Next Meeting: Tentative Friday, September 17, 2021, 1:30 PM



May 26, 2021

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

Dear Minister Lecce,

**Re: Support for Bill 172 An Act in Relation to Fetal Alcohol Spectrum Disorder (FASD)**

The Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) endorses Bill 172, the Education Statute Law Amendment Act regarding Fetal Alcohol Spectrum Disorder (FASD). The BHNCDSB in full support of a recommendation brought forward to the Board of Trustees by the Special Education Advisory Committee (SEAC) on May 25, 2021 to provide correspondence in support of the Bill.

Bill 172 will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD. Ontario Teacher College's and Early Childhood Education (ECE) programs shall be required to provide training with respect to suspected or diagnosed FASD.

There is a high prevalence of FASD among children in Ontario. This diagnosis impacts their ability to attend school due to a combination of deficits associated with the diagnosis, along with their capacity to understand the expectations and demands in an academic environment. Education staff need to be taught about the early signs and symptoms of FASD and how to provide appropriate accommodations in the classroom. Furthermore, the students will greatly benefit by promoting the awareness and understanding of FASD in teacher, early childhood educator and other educator programs, along with school boards developing policies and guidelines with respect to FASD.

The BHNCDSB asks that you acknowledge our support for Bill 172 as it will help our students experience success not only in their classrooms, but also within their communities.

Yours in Catholic Education,

Lauren Freeborn, Chair  
Special Education Advisory Committee  
Brant Haldimand Norfolk Catholic DSB

Rick Petrella  
Chair of the Board  
Brant Haldimand Norfolk Catholic DSB

c: Toby Barrett, MPP Haldimand-Norfolk  
Will Bouma, MPP Brantford-Brant  
Chairs of all Ontario Special Education Advisory Committees  
Minister's Advisory Council on Special Education  
Ontario Catholic School Trustees Association

## Special Education Advisory Committee (SEAC) Dates for 2021-2022

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Please be advised that SEAC meets once a month, third Friday of each month unless otherwise noted.

The meetings begin at 1:30 PM.

Month	Dates
September	Friday, September 17, CEC Training Room or Teams
October	Friday, October 15, CEC Training Room or Teams
November	Friday, November 19, CEC Training Room or Teams
December	Friday, December 17, CEC Training Room or Teams
January	Friday, January 21, Ste. Marguerite Bourgeoys School or Teams
February	Friday, February 18, St. Louis School or Teams
March	Friday, March 25, Pope John Paul II School or Teams
April	Friday, April 29, (April 22 is a PD Day) St. Thomas Aquinas High School or Teams
May	Tuesday, May 17, St. John School / CEC Board Room or Teams
June	Friday, June 17, CEC Training Room or Teams



## **June 18, 2021 – KCDSB SEAC School Updates**

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

Ecole Ste-Marguerite Bourgeoys has continued with both virtual and in-person learning for our students in need. We will be finishing up synchronous learning on Tuesday, June 22. Teachers will be available for asynchronous support until June 25<sup>th</sup>.

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

In-School Assessments and Psychoeducational diagnostics will continue until next week. IPRCs have taken place in preparation for student placement next year.

All of the Jordan's Principle applications and renewals have been submitted with the hopes that the supports will be in place for the beginning of the new school year.

We hope that all our students, families, and staff have a very relaxing summer and are able to rejuvenate after a challenging year.

### **St. John School**

We were hoping that this last update would find us all in the classroom, but unfortunately that was not the case. However, we are happy to report that our in-person students thrived being in the building. We were thrilled to be able to provide a learning environment that better suited their needs. Overall, these past few months went well, considering all the circumstances that were out of our control. We are ready to welcome back all our students in the fall and can't wait to jump right back in where we left off.

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

First, we would like to share with you the success stories from the past year. Our choice to offer in-school learning to our students with highest needs has resulted in incredible gains for these students. We have heard from families and caregivers regarding the positive impacts of regular daily in person attendance for these students. Our own teacher and the education assistants who work with the students in the school, have also noted the positive gains made by these students.

Next, we have used flexible staffing to ensure that transition meetings were able to occur between this year's teachers and all of next year's teachers. This is something we do every year to ensure the success of our students, however in the online environment this was more challenging than usual.

Finally, we again used creative staffing to ensure that all students received an end of year reading assessment in order to gauge their progress through to the end of this year, and to plan for appropriate programming to commence immediately in September.



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*Dedicated to Excellence in Catholic Education*



May 4, 2021

Via email: [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

The Honorable Stephen Lecce  
Minister of Education  
Mowat Block, 22<sup>nd</sup> 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**



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Number: 065-2021

June 15, 2021

**REGULAR BOARD MEETING**  
**Kenora Catholic District School Board**

Number: 065 - 2021

June 15, 2021

Moved by:



Seconded by:



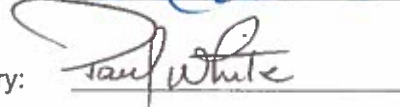
THAT the Board approve the 2021 amendments to the Special Education Plan/Manual.

Carried.

Board Chair:



Secretary:







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Number: 066-2021

June 15, 2021

**REGULAR BOARD MEETING**  
**Kenora Catholic District School Board**

Number: 066-2021

June 15, 2021

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

THAT the Board forward the 2021 amendments to the Ministry of Education.

Carried.

Board Chair: J. Hallik

Secretary: Paul White



## 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", is 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", is written over a horizontal line.

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

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

SECTION/Page	TOPIC	REVISIONS
<b>PART 1: Special Education Programs and Services</b> <b>ROLES AND RESPONSIBILITIES</b> 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
<b>PART 1: Special Education Programs and Services</b> <b>ROLES AND RESPONSIBILITIES</b> <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
<b>PART 1: Special Education Programs and Services</b> <b>ROLES AND RESPONSIBILITIES</b> 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
<b>PART 1: Special Education Programs and Services</b> <b>ROLES AND RESPONSIBILITIES</b> <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
<b>PART 1: Special Education Programs and Services</b> <b>ROLES AND RESPONSIBILITIES</b> <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
<b>PART 1: Special Education Programs and Services</b> <b>ROLES AND RESPONSIBILITIES</b> 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
<b>PART 1: Special Education Programs and Services</b> <b>EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES</b> P. 23	Kenora Catholic District School Board Registration Procedures	<p>Remove the entire section from--</p> <p><i>“School personnel (i.e. Learning Resource Teacher, Kindergarten Teacher...” with the exception of 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.</i></p> <p><b>Add the following information</b></p> <ul style="list-style-type: none"> <li>-schools will meet with each family/ student as part of the transition to school process</li> <li>-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)</li> <li>-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 <a href="#">HERE</a> )</li> <li>-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)</li> </ul>
<b>PART 1: Special Education Programs and Services</b> <b>IN-SCHOOL TEAM (IST) PROCESS</b> P. 24	In-School Team Members	<p>Update this section by</p> <ol style="list-style-type: none"> <li>1) Removing the word “(secondary)” and adding “(if applicable)”</li> <li>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.) ”</li> </ol>

\*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
<b>PART 1: Special Education Programs and Services</b> SPECIAL EDUCATION EQUIPMENT P44	Special Education Equipment	Update the Ministry link for updated SEA Guidelines, once available, for the 2021-22 school year
<b>PART 2: The Board's Special Education Advisory Committee (SEAC)</b> 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.
<b>Appendices</b> 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 of 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.

**FIREFLY**  
KCDSB SEAC update  
June 18, 2021

- Increasing our hiring 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.
- 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
- FIREFLY is in the process of meeting with school board and ASD diagnostic hub partners regarding submitting a proposal to provide Entry to School service to ASD clients ages 3-6 on their first entry to school.
- Youth Mindfulness Group open to ages 12-17 on Wednesdays from 5-6 – able to join at any time. Connect through the youth hub or email [zcampbell@fireflynw.ca](mailto:zcampbell@fireflynw.ca)
- Family Engagement Lead hired – working to build a family council at FIREFLY.
- Children and Youth Mental Health (CYMH) referrals are high – matching Provincial trends. CYMH team will be working with Mental Health leads to develop some new programming offered by the in-school counselors with school closure and summer coming.
- SNAP remains on hold until the fall.
- Talk Thursday walk ins open to parents and caregivers to receive any information/resources in supporting their child/youth that may not want services.
- School Based Rehab Services (SBRS) service pathway is being modified to accept referrals from all referral sources. In the past, referrals were only accepted from the school special education teachers
- FASD – a new FASD worker has been hired for the region through MCCSS – this person can support education system or clients individually – enquiries – [fasdworker@fireflynw.ca](mailto:fasdworker@fireflynw.ca)



## 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

<b>SUBJECT:</b>	Special Education Coordinator's Report – June 2021
<b>DATE:</b>	Friday, June 18, 2021
<b>PREPARED FOR:</b>	Special Education Advisory Committee
<b>AGENDA AREA:</b>	Public Session
<b>PREPARED BY:</b>	Andrea Batters, Special Education Coordinator

### **Virtual Meetings, Summer Learning and Transitions**

Although the return to school plan is still uncertain, teams are continuing to connect with families to support regular and additional special education processes. Some of these areas include

- **In-School Teams** are continuing to connect with parents (and students over age 16) in virtual or telephone **Identification Placement and Review Committee (IPRC)** meetings
- **KCDSB's Summer Learning Program** is continuing to be offered again virtually from July 5- July 23. These fun, interactive and highly engaging Virtual Summer School Programs are appropriate for all learners (Kindergarten to Grade 8) and are designed to boost children's numeracy and literacy skills in a fun, virtual camp-like setting. The programs focus on increasing well-being, connection, a sense of community, and student achievement through play, exploration, challenges and activities. Faith values are infused into all aspects of the program. The *Summer Learning Program* allows students to continue their connection with teachers for scheduled blocks of synchronous and asynchronous learning. Students also are able to engage in virtual field trips, coding, experiential and outdoor learning opportunities. Based on registration, KCDSB hopes to once again offer French Immersion programming via the Summer Learning Program.
- KCDSB school and board multi-disciplinary teams are continuing to develop ways to **support the transition back to school** for all students and especially those students with special education and/or mental health needs.

### **Regional Special Education Committee (RSEC)**

On **June 3**, Charlayne Bliss (RRDSB) and I co-chaired the **Regional Special Education Committee (RSEC)** meeting. Discussion and learning centered around presentations on **Ministry Special Education / Success for All Updates** from Claudine Munroe, Director of the Special Education / Success for All Branch, and a presentation on "**Learning**



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**Recovery in Reading**” concerning universal design literacy program best practices by Karyn Bruneel, Executive Director from the Provincial Demonstration Schools Branch and her Resource Consultants Bonnie Grace and Julianne MacGregor. The work on supporting best classroom reading instructional programming will continue with local board participants taking part in a virtual working group this Monday, June 21 and Tuesday, June 22.

### Professional Development Day - June 11, 2021

As this was an elementary teacher report card day, **secondary teachers** (and some elementary Learning Resource Teachers) took part in a presentation on **supporting students with learning disabilities** by Shannon Scullion, Ministry of Education Resource Services Consultant from the Trillium Demonstration School in Milton. Shannon shared her knowledge and expertise about supporting students with Learning Disabilities through understanding the psychoeducational assessment, the Individual Education Plan (IEP) and programming strategies. A session was also offered to high school teachers on **trauma-informed teaching and supporting students with mental health concerns** led by Mariette Martineau (KCDSB Religious Education, Family Life, and Equity Coordinator), Sue Devlin (KCDSB Mental Health Lead), Sarah Pyzer (Positive Behavioural Interventions and Support Lead), and Kylie Hughes (Vice-Principal St. Thomas Aquinas High School).

The PD Day for **KCDSB Educational Assistants (EAs)** began with Prayer, Blessings and Welcome remarks from Mariette Martineau, Elder Terry Skead, and Director Paul White. The morning featured a two-part presentation by Dr. Donna MacLachlan, Child & Adolescent Psychiatrist concerning **Compassion Fatigue in a School Setting**. The first afternoon workshop, **FASD in the Classroom** was presented by a team from the Northwestern Ontario Fetal Alcohol Spectrum Disorder (FASD) Diagnostic Clinic including Kerril Davidson-Hunt (Clinic Coordinator) and FASD Workers: Chrysta Wood and Alyssa Chambers. The final PD session of the day - **Supporting First Nation Students** - was presented by Shelly Tom (KCDSB First Nation, Metis, and Inuit Education Coordinator).

Plans are underway for the **2021-2022 KCDSB Professional Development days** with the school year beginning with three PD days (Aug 30-Sept 1) that focus on Ministry-directed topics and ways to best support student and staff needs to promote a successful return to school and learning.